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This study involving 76 English teachers in Illinois high schools with enrollments of less than 350 was undertaken to investigate the use of professional readings for correcting weakness in teacher preparation and for bringing new information to the teacher, to evaluate the effectiveness of these readings on the thinking and teaching procedures of the teachers, and to make recommendations concerning reading programs for teachers. A questionnaire survey listing pedagogical applications of ideas in the articles was administered both before and after the readings were completed. The data indicated a positive change in attitude for 12 of the 40 statements on the questionnaire. The teachers planned 1,295 changes in teaching performance as a result of the readings. Concerning 84 statements of possible pedagogical changes suggested by the articles, each teacher claimed a mean of 13 changes in his teaching due to the articles, and a total of 13 planned changes for the future were listed. These results indicated that professional readings can change teacher attitude and performance, and that a broad program of readings is an effective method in updating English teachers. (Questionnaires, a sample rating sheet for articles, and a list of readings on language, composition, reading and inductive teaching are included.) [Not available in hard copy, due to marginal legibility of original documents]. (Author/MP)

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ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET)

A Program of Professional Readings for Secondary School English Teachers

Alfred J. Lindsey
Western Illinois University
Macomb, Illinois

July, 1969

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I. SUMMARY

This study investigated the effect that reading professional articles might have on the improvement of the teaching of secondary school teachers in small high schools. Because of the national problem which has brought a substantial minority, or a small majority, of teachers of English without a major in the subject to the secondary school classrooms, the teachers invited to participate were, with the exception of seven teachers, without a major in English, and they taught in Illinois secondary schools with 350 or fewer students.

The method used in this study to try to change attitude and performance was professional reading. Twenty readings were assembled that considered five areas which English minors found to be badly needed and of great interest: language, composition, adolescent literature, reading, and general English methods. The teachers were to react to these readings, estimating their usefulness and the likelihood of their causing change in each respondent's teaching.

All the schools in Illinois which had 350 or fewer students were contacted. From this communication, a group of 100 teachers were recruited to take part in the program; of these, 76 teachers completed the program.

Questionnaire One was given to examine the educational and professional situation of the teachers. The teachers in the study reacted much the same as other teachers when they considered the areas of weakness in their preparation, with the exception that they rated world literature higher. Their most-listed weaknesses were these: methods of teaching English; study of transformational grammar; composition; world literature; adolescent literature; study of structural grammar; literary criticism; teaching of reading; and English literature in general. The teachers in this study also were far less prepared than beginning teachers in other research studies considering the same problem. Further, in the schools in which the teachers in this study taught, only 43 percent of the English teachers held a major in English; of those participating teachers who did not have a major in English, nearly 60 percent did not even have a minor.

Few of the teachers in this study belonged to professional organizations in English. Attending films, the theatre, lectures, and discussions, visiting museums, and writing for publication were minimal. The Reading Questionnaire indicated that nearly 70 percent of the teachers spent only three hours or less per week reading. Fewer than 40 percent read the popular professional periodicals in English education.

An examination of the work week of the teachers revealed that over 55 percent of the teachers spent 4 or less hours a week marking papers; nearly 22 percent spent less than 1 hour a week. Over half the teachers spent 4 hours or less each week preparing for classes, and nearly 70 percent spent 4 hours or less advising students each week. Considerably more time was spent in performing school routines.

A survey was administered both before and after the program of professional readings. From each article two statements based on pedagogical application of ideas comprised the survey instrument. The change in attitudes was to be measured. The null hypothesis was that there would be no change in attitude for each of the statements in the survey. However, there was a significant difference at the .05 level for 12 of the 40 statements, and all but one of these statements changed in the direction recommended by the articles.

After each article was read, the teachers rated it for its worth to them and for the degree to which it had changed their thinking about teaching English. A substantial interest in composition was apparent. Further, the articles perceived as offering practical, usable methods for teaching were considered most valuable and helpful. Less favorably received were articles dealing with background material or aesthetical, philosophical subjects.

On the same form, teachers listed changes they planned to accomplish because of the readings. The articles drew from 20 to 113 changes each, and the mean change per article was nearly 65; a total of 1295 changes were listed by the teachers for all articles. Considering the number of teachers who claimed change per article, there was a range of 16 to 56, with the mean being almost 39.

On both Questionnaire One and Questionnaire Two the teachers were asked to rate the following inservice educational devices: lectures, movies, readings, graduate extension courses, small group discussions, and panel discussions. The null hypothesis was that there would be no difference at the .05 level before and after the readings were completed. However, a significant difference was found for the professional reading program.

Questionnaire Two also indicated that 17 teachers decided to join the National Council of Teachers of English, and 20 teachers said they would henceforth read The English Journal. Further, nearly 90 percent said that they would subscribe to a bimonthly newsletter planned to bring usable pedagogical articles to English teachers who do not have a major in the subject.

An examination of the reactions to the 84 statements in which there was an application of ideas revealed that nearly 53 percent of the teachers claimed that they already were doing what the statements proposed. Over 16 percent chose not to change. Nearly 16 percent claimed present change, and the same percent said that they planned to change in the future, a total of over 31 percent who said that they had changed or that they planned to change. More important, however, is the fact that each teacher claimed that he had already made just over 13 changes, and that he planned to make just over 13 changes in the future.

II. INTRODUCTION

How can the results of empirical studies, both in subject matter and curriculum, be brought to secondary English teachers? Burton believes the problem to be difficult:

> Little that we do in the English classroom at any level is research-tested...and although some important research in the teaching of English has been done, even some of that remains to be translated into practice. Humanists tend to rely upon intuition and English teachers...are somewhat hostile to research. (1)

Such a teacher reaction is certainly not new. DeBoer pointed to the lag in the public schools concerning studies on the effects of teaching formal grammar. (2) This lag in the public schools is now nearly forty years old. Still, though, this problem is increasing, for obviously the "knowledge explosion" is bringing an increasing fund of knowledge. J. N. Hook has pointed out that "scholarly researchers and educational technologists keep adding to the explosion of knowledge. We know more and more and we keep getting more and more technological help." (3) But what has all this come to? Ralph Flynt said:

> It soon became apparent to us that despite the impressive gains in research findings, the fruits of this research are all too often not to be found in the classroom. Despite all we now know...the traditional patterns of the teaching-learning process have remained largely unchanged except for occasional minor refinements, usually in the direction of reinforcement of existing methods... (4)

This is, of course, a nagging problem, for the new information is available. In 1963, J. N. Hook, in discussing federally supported Project English, pointed out that during the first year $400,000 was provided, and $900,000 was provided the second year. (5) Much of this money was invested in research. For instance, during the first year there were curricular centers or other research in the following areas: reading, freshman rhetoric, linguistics, composition, spelling, curriculum, and speech. (6) Also, various other types of research were funded, one example among many being the publication of Needed Research in the Teaching of English. (7) These examples serve to indicate the governmental interest. Certainly this interest has continued and will, no doubt, in greater or lesser form, be maintained.

And to mention only the federal help is to neglect a host of private, corporate, state, professional organizations, and university research, particularly in the English language as well as in linguistics.

Many of the results of research were made available to the substantial numbers of English teachers who were selected to participate in NDEA Institutes. In the summer of 1965, 4800 English teachers studied in 105 institutes, while in 1966 nearly 5300 teachers of English participated in such institutes. (8) In 1967 there were 96 institutes. (9) Much good, then, might have been accomplished in the application of research, particularly when there is consideration of the fact that nearly ten percent of the secondary school English teachers of America took part over a period of several years. (10) Yet at this hour the results of the effects of the institutes are difficult to assess.

The fact remains, however, that the "knowledge explosion" has provided a considerable amount of linguistical information; this information should be disseminated to secondary English teachers. It is shocking, indeed, to learn from James Squire that "more than eight hundred thousand of the nation's nine hundred

thousand English teachers are...uninformed about the nature and structure of the language they speak." (11) Goldstein points to the revolution in content in the study of language, and suggests that "merely to pursue past excellence in language study is to deny the essence of language: change." (12)

Also, there is much new and usable information in composition, some of it obviously juxtaposed with the teaching of grammar. Particularly in the area of composition some of the older research needs to be considered along with current studies. A cursory examination of Braddock's and Lloyd-Jones' publication Research in Written Composition (13) demonstrates the various and important information available concerning composition by 1963. An examination of the results of the Project English curriculum centers further gives evidence of some of the new thinking. Still another indication of the vast amounts of new information is made apparent by the National Council of Teachers of English, which felt so strongly about the importance of new information that it published a "$20,000 evaluation of all published and unpublished research in composition." (14)

Thus, the two primary concerns of this study are validated. There is a very real problem of filling in weaknesses in the preparation of secondary school English teachers, particularly in language and composition as well as in certain areas of literature. There is an important concern in considering how the results of research, both in subject matter and in curriculum reform, can be brought to secondary school English teachers.

This study is an experiment which investigates one of several possible inservice educational devices, a program of professional readings. The study explored the question: Can the reading of professional articles change the attitude and performance of secondary school English teachers, and, specifically, selected English teachers in Illinois who do not have a major in the subject?

The objectives of the study were three-fold:

(1) To investigate the effectiveness of the readings included in this study.

   A) To experiment with an inservice education program of professional readings to help correct weaknesses in preparation of the teachers involved in the study.

   B) To experiment with an inservice education program of professional readings to help bring new information in the teaching of English to the teachers involved in this study.

(2) To investigate the effectiveness of the program of readings on the thinking and teaching procedures of the teachers involved in this study.

(3) To make recommendations concerning programs of professional readings as a usable, practical method of inservice education for secondary English teachers.

III. METHOD

That a serious problem exists in secondary school English is not to be doubted. Nationally speaking, many English teachers in secondary schools are inadequately prepared to teach English, and they are receiving far too little information about new developments and new thinking. Thus, inservice education for practicing secondary school English teachers is important.

Further, the problem is even more critical for secondary school English teachers in small schools who do not hold a major in English, and such people are numerous.

But there is hope of ameliorating this difficult situation. There is considerable agreement concerning the body of information that the teachers need to know. There is also evidence that many teachers consider the work they need to take to be of great value. These facts are hopeful because they suggest a grass-roots consensus upon which a substantial part of the re-education of secondary school English teachers could be predicated.

The problem, then, is precisely how such information should be put into the hands of the teachers. This study examined the possibility of using professional readings to accomplish the task. To this end, the readings were sent to small-school secondary teachers, most of whom did not hold an English major. After the articles were rated and considered by the teachers, changes in thinking and performance were measured.

The first task was to select articles that would fulfill the needs and interests of the teachers. In this regard, five suggestions from The National Interest and the Continuing Education of Teachers of English (15) were used: practical methods of teaching English, intermediate or advanced composition, literature for adolescents, teaching reading, and advanced studies in curriculum and research in teaching English. The articles finally chosen included five on the English language, six on composition, two on methods and general problems in English, one on reading, and one on adolescent literature. (See Appendix A)

After the articles were chosen, each author or publisher was approached to obtain permission to duplicate or copy a particular article. In all cases, an affirmative answer was obtained.

Then twenty-five copies of each reading were either purchased or duplicated, and the articles were packaged so that each participant would receive eight groups of readings which were to be studied in eight weeks, one group per week.

After the readings were duplicated and packaged, principals or superintendents in all Illinois schools with 350 or fewer students were approached by letter; the rationale for the reading was presented to the administrators. Then on a check sheet the administrator was asked to list the name of his school and addresses of his teachers in English who did not hold a major in the subject. Shortly thereafter, a second letter was sent to those administrators who had not been heard from. Of the 327 schools contacted, 216 eventually replied; after that, letters were sent to the 174 teachers whose names had been given by the administrators.

On September 3, a letter and a ballot were sent to these teachers which invited them to join the study. The program was presented to them, and they were advised that there were two possibilities in taking the course: They could do the readings without credit; or they could take three quarter hours of credit, which, they were told, might be free of cost but might possibly cost them $27; this was the situation because at that time the Illinois Board of Governors had not made the decision to provide the program tuition-free.

By October 2, 100 teachers had agreed to join the study. Of these, twenty-four teachers did not complete the program. Seven of the teachers who were English majors were allowed to continue for the sake of comparison with non-English majors. Thirteen teachers wanted no credit. Nineteen teachers wanted undergraduate credit. And forty-five teachers chose to take graduate credit.

On October 2, the one hundred teachers were informed that they had been selected as participants in the program. These people were to accomplish two tasks before beginning the readings: filling out Questionnaire One and the Survey.

Questionnaire One was adapted from the form used by Squire and Applebee for their book High School English Instruction Today; (16) this was done so that a measure of comparison would be available to evaluate the situation for teachers in award-winning high schools as compared with those in small Illinois high schools. Primarily, Questionnaire One was used to examine the teachers' preparation, continuing education, professional activities, teaching conditions, and conceptualization of their respective situations. Another aspect of this Questionnaire asked the teachers to rate various inservice education techniques.

The Survey, which was to be completed both before and after the reading program, was designed to measure change in attitude caused by the ideas presented in the articles. Two statements were taken from each of the twenty articles, and each teacher was to react to each statement in one of the following ways: "strongly agree," "agree," "no opinion," "disagree," and "strongly disagree." This Likert-type of scale was chosen so that degree of change in either an affirmative or a negative direction might be considered.

After Questionnaire One and the Survey were returned, the study materials were sent out. Each teacher was sent eight groups of readings, one each week for eight weeks. Included in the materials were a stamped, return envelope, the articles, and the Rating Sheet for each article read.

The Rating Sheet asked for four responses by each teacher, and it was to be returned with the articles directly after the readings were completed. Each teacher was to consider each of the following: the worth of the article; the degree to which thinking was changed; the changes in teaching procedure suggested, and the changes in procedure that the teacher planned to use.

After all the readings and the ratings were returned, two further forms were administered: the Survey, which had been given before the readings were done, and Questionnaire Two.

The Survey was administered the second time so that any change in teacher attitude and thinking might be measured. Each of the forty questions was examined, and the Wilcoxen Matched-Pairs statistical test was used to determine whether or not significant differences existed after the readings were finished.

Questionnaire Two measured various reactions by the teachers: The first three questions considered professional thinking. Then each of the inservice techniques was tested by the Wilcoxen Matched-Pairs to see if there was a significant difference in the rating of each inservice device. Following, there were eighty-four pedagogical applications of approaches gleaned from the articles. Each teacher was asked to react to each of the statements in one of the following four ways: "do not plan to do," "was doing before reading articles," "doing since reading articles," and "anticipate doing later."

IV. RESULTS

A. The Survey

Each of the forty statements on the Survey was subjected to a Wilcoxen Matched-Pairs Signed-Ranks test of significance. The null hypothesis was that there would be no difference between the Survey, pre and post, for each statement. The level of significance was .05.

The null hypothesis of no change at the .05 level was rejected for twelve of the forty statements; this is represented in Table 1. All of these significant differences except number two were in the direction recommended by the articles. This means, of course, that there was a significant difference in these 12 statements between the Survey administered pre and post, a strong indicator that there was an attitude change concerning these statements.

B. Questionnaire One

Questionnaire One was administered for the purpose of examining the actual environmental, educational, and professional climate in which the English teachers in small schools must teach. Such information, however, has only a modicum of value if there is nothing to which it may be compared. For this reason, Questionnaire One was adapted from the form that James Squire and Roger Applebee used in their book High School English Instruction Today, hereafter referred to as the Squire-Applebee report, this, of course, representing the situation in award-winning high schools. Moreover, material in the Squire-Applebee report will be compared to findings from The National Interest and the Continuing Education of Teachers of English, hereafter referred to as the National Interest study.

Questionnaire One is to be analyzed in this manner: teacher preparation will be examined; continuing education will be looked at; professional activities will be analyzed, and teaching conditions will be scanned.

Teacher Preparation

Questionnaire One indicated the areas in which the eighty-eight respondents believed that their preparation to teach secondary school English was weakest. In Table 2 the rank order of the first ten of these is examined. The weaknesses listed by the teachers in this study tend to follow the same patterns as those mentioned by English teachers in general. The feeling of weakness in methods, transformational grammar and structural grammar, composition, literary criticism, reading, and genres is highly predictable. Less predictable were the reactions to world literature and English literature in general. Ultimately, then, the

TABLE 1

The Survey Statements Which Exhibited Significant Differences

Question	Z score	Prob. of a Greater Z
It is not possible to write a complete grammar of English.	-3.99	.0000
Diagraming sentences should not be a regular, important part of grammar study.	-2.93	.0017
Because the mechanics of writing are so important in the high school, a student should be given two grades on an essay, one-half the total grade for mechanics and one-half the total grade for organization and content.	-2.39	.0084
It is not correct to say, "I ain't got none."	-2.55	.0054
Though the inductive approach to teaching English is sometimes usable, as a general everyday procedure it leads to discipline problems and permissive chaos.	-2.64	.0041
One of the important areas of language that should be taught to high school students is the history of the English language.	-2.47	.0068
The publication Freedom and Discipline in English is quite right in its statements that adolescent literature is of dubious value in the secondary schools.	-2.85	.0022
In order to continue the scope and sequence from grade school years, grammar should be of the traditional variety.	-2.70	.0035
It is possible to have co-operation among all teachers in the secondary school as each teacher, no matter what his subject matter specialty, helps instruct students in composition.	-1.99	.0233
In teaching writing, a teacher should pay particular attention to teaching writing sequentially.	-2.49	.0064
Writing sentences is important for students, but analyzing them is more important, for there is a direct carryover from analyzing to correct writing.	-2.44	.0073
It is not necessary to red pencil the majority of lapses in spelling, punctuation, grammar, and syntax in composition because the writer's intention and the reader's comprehension are far more important.	-2.52	.0059

TABLE 2

Rank Order Percent of Teachers Rating
Their Weakness in Preparation
N = 88

Courses Ranked in Order of Weakness in Teacher Preparation	No. of Teachers	Percent
Methods of Teaching English	53	60.2
Study of Transformational Grammar	48	54.5
Composition	39	44.3
World Literature	39	44.3
Adolescent Literature	37	42.0
Study of Structural Grammar	37	42.0
Literary Criticism	35	39.7
Literary Genres	33	37.5
Reading	27	30.6
English Literature in General	23	26.1

teachers, like many others nationally, believe that they are poorly prepared to teach two areas of the triad: composition and language. Moreover, they feel that they need help in literary criticism, reading, and genre study, among others.

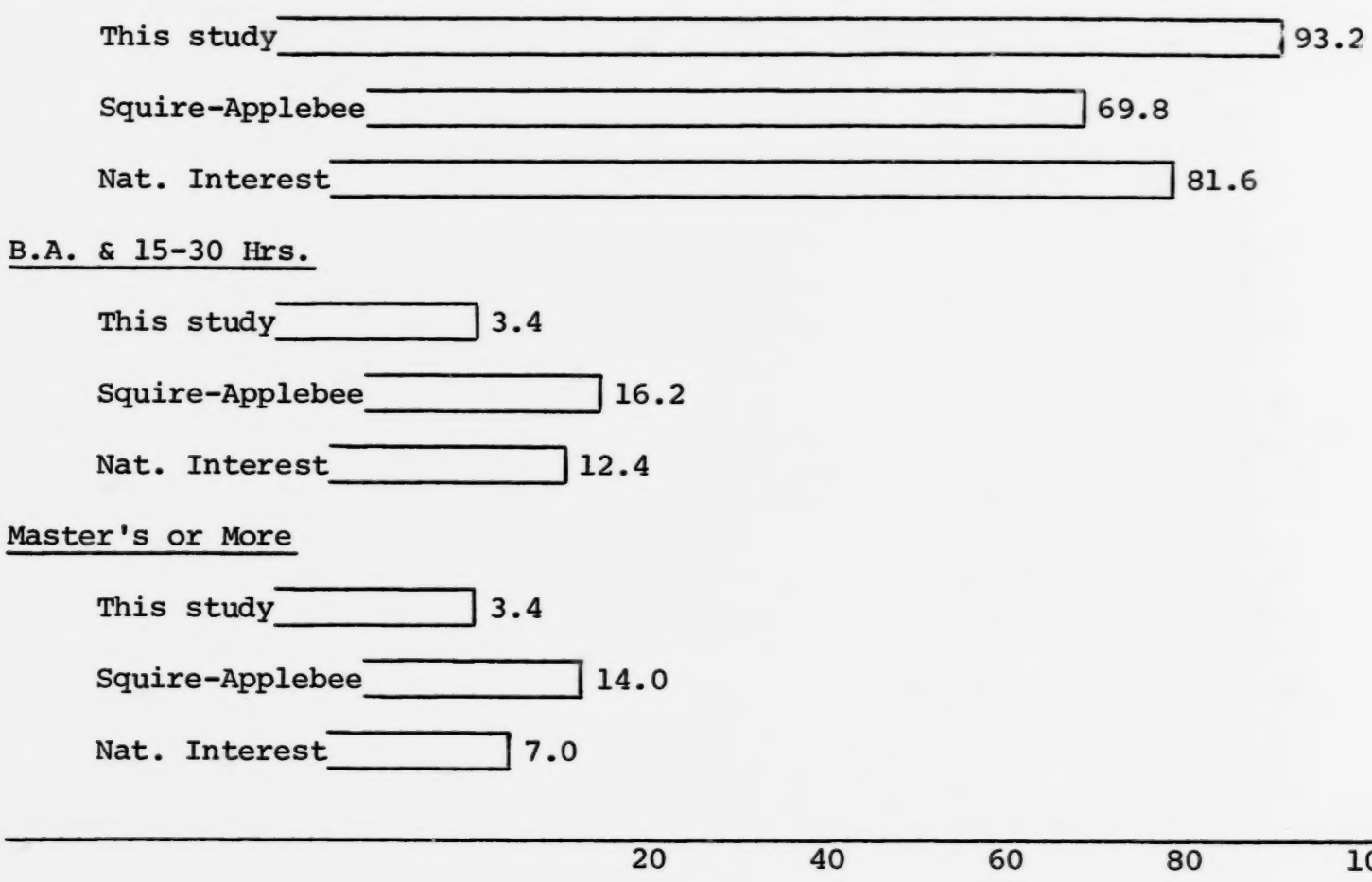
Also of concern is the fact that the initial preparation of the teachers involved in this study is not impressive. Comparison with the Squire-Applebee report and the National Interest study clearly demonstrates the problem as shown in Figure 1, which has information taken from page 54 of the Squire-Applebee report.

Note that 23 percent more beginning teachers had course work beyond the bachelor's degree in the award-winning schools than did the teachers in this study. In like manner, 13 percent more had such preparation in the National Interest study. Further, 13 percent more of the teachers in the Squire-Applebee report had 15 to 30 hours beyond the bachelor's degree; in the National Interest study, 9 percent had 15 to 30 hours beyond the bachelor's degree. (17) Twelve percent additional teachers in the Squire-Applebee report had a master's degree or more; 4 percent more in the National Interest study sample had such work. (18) Hence, it is quite clear that the teachers in this study had considerably less preparation than that of the teachers in the other two studies mentioned here.

Few differences were found in the kinds of institutions in which undergraduate work was completed: 46 percent did their work in universities; 29 percent earned their degrees in liberal arts schools; 16 percent attended a teachers college, and 9 percent went to a state college.

FIGURE 1

Level of Preparation When Beginning Full-Time Teaching



But what are the areas of concentration of the English teachers in this study? It has already been pointed out that seven of these teachers had a major in English. This study was, however, primarily for those who did not hold a major in English, a highly typical situation in small, rural secondary schools. In Questionnaire One the teachers were asked to list the number of people in their schools who taught English; then they were to mention the number of teachers who held English majors. Of the 282 teachers mentioned, just 123, or 43 percent, held an English major. Moreover, of the 82 respondents who were teaching without a major in English, only 42 percent had as much as a minor in the subject, and a total of 51 percent had minors in fields not applicable to the teaching of English.

While question 1 of Questionnaire One asked teachers to consider the areas of their weakest college preparation, question 43 asked the teachers to consider the three aspects of English with which they felt least successful. In Table 3, the rank order answers are given.

Many of the general weaknesses already examined are here: composition, reading, linguistics, literary criticism, and grammar. It is interesting to note, however, that some important, but rarely mentioned, areas are considered, these being the mass media, oral interpretation, drama, poetry, and motivation. Of the

TABLE 3

The Aspects of English Teaching With Which the Teachers Feel Least Successful

Answers Ranked in Order of Frequency of Answer	Number of Teachers
Composition	40
Reading	22
Grammar	20
Oral Interpretation	15
Motivation	12
Poetry	10
Literary Criticism	9
Mass Media	6
Drama	5
Linguistics	5

commonly listed problems not mentioned are methods (though motivation may be primarily that), types of literature, and advanced studies in curriculum and research.

Continuing Education

It has already been noted that less than 7 percent of these teachers had as many as 15 hours beyond the bachelor's degree when they started teaching. Question 19 asked how many of these people went on to earn advanced degrees. Seventy-five percent had not earned a degree since they started teaching. Just 21 percent had acquired a master's degree since starting teaching, as compared with 37 percent in the Squire-Applebee report. (19) None of the teachers in the study had earned a doctorate. Since so few advanced degrees had been earned, it might be surmised that the teachers would have kept up with new thinking in their field by taking courses to fill the holes in their preparation. Here, again, however, the findings are disappointing. Question 20 offers some interesting facts in this respect: Sixty percent had not taken a course in literature since graduation; only 27 percent had taken more than one course in literature. A substantial 75 percent had never taken a post-graduate course in the English language; no teacher had taken more than 8 hours in this area since graduation. A large 80 percent had not taken a course in composition since graduation; only 2 teachers had taken more than one such course. In like manner, 73 percent had not taken a course in methods of teaching English; just 8 percent had taken more than one course in

methods. Similarly, also, 77 percent had not done any work in adolescent literature; just 2 teachers had taken more than one course in this area. A less sizable, but still significant, 67 percent had not done work in reading; just 4 teachers had taken more than one course. A very large 93 percent had taken no work in oral interpretation of literature; there were no teachers who had taken more than one course in this area. A total of 78 percent had not taken work in speech; only 11 percent had taken more than one course. Considering subjects related to English, 65 percent had never taken such courses; however, 26 percent had taken more than one such course, a situation which might well be partially explained by the fact that many of these people were majoring or minoring in an area related to English. This is well-demonstrated by the fact that just 34 percent had not taken a course in other academic subjects, almost the antithesis of the situation in English. And 47 percent of these people had taken more than one course in academic areas other than English. This, of course, tends to spotlight a major problem. Evidently, people were doing work in their major, or in some cases minor, areas. But this certainly does not augur well for English because of the substantial numbers who do not hold a major or minor in the subject. Moreover, while principals might well point to the teachers' interest in continuing education, people in English would have to be mortally concerned as many of this nation's young are taught by those who are not adequately prepared and, tragically, by those who do not update themselves.

Question 21, which asks for teachers' reactions to certain courses, gives evidence of some important variations from the Squire-Applebee report and the National Interest study. (20) The teachers in this study conceptualized literature genre study as being of less interest and value than those teachers in the other two studies: For instance, 10 percent fewer of the teachers in this study than in the National Interest study ranked literary genre as having some or great interest and value. Twenty-three percent fewer did so in comparison with the Squire-Applebee report teachers. Also, there was a difference in literary criticism: 6 percent fewer teachers in this study than in the Squire-Applebee report claimed some or great interest and value; 4 percent fewer reacted similarly in comparison with the National Interest study. This could, of course, suggest that the small, rural schools are not saturated with the formalistic approach to literature. Perhaps the study of form is not so prestigious as in larger schools.

Other areas of comparison are pertinent: Teachers in this study felt a greater need for adolescent literature than did those in the Squire-Applebee report, yet not so much as those in the National Interest study. The teachers in this study found close study of single authors or single works to be of less interest and value than did those in the other two studies. In practical fashion, the teachers of this study rated speech higher as a course of interest and value than did those in the other two studies. Traditional grammar was also more important to the teachers in this study than it was to the Squire-Applebee study group, yet not so important as it was to the National Interest study group. The teachers in both this study and in the National Interest study were interested in structural-generative grammar, more so than the group in the Squire-Applebee report. The same situation was true with reading. Both of the same groups were far more interested in practical methods than were the Squire-Applebee report people. And in curriculum and research, the group of teachers in this study stood between the National Interest study group at the top, and the Squire-Applebee report group at the bottom.

It may be said, then, that there was some disagreement between the teachers in this study and those in the National Interest study. It would seem that these teachers were more interested in practical, usable approaches, and far less

interested in the aesthetical approach. And they were certainly much more concerned about how to teach and about curriculum research.

Table 4 lists the ten courses rated of greatest interest and value to the teachers in this study:

TABLE 4

Rank Order of the Ten Courses Rated of Greatest Interest and Value by the Teachers

Rank	Subject	Percent of Teachers Listing Course as Having "Great" or "Some" Interest and Value
1.5	Intermediate or Advanced Composition	92.1
1.5	Practical Methods in the Teaching of English	92.1
3	Literature for Adolescents	83.0
4	Literature of Particular Periods	79.6
5	Structural or Generative Grammar	77.5
6	Literary Criticism	76.2
7	Teaching of Reading	72.8
8	Literature Surveys	72.7
9.5	Speech or Drama	71.6
9.5	Advanced Studied in Curriculum and Research in the Teaching of English	71.6

In comparing these figures to those in the National Interest study, little difference is to be noted. To be sure, types of literature and close studies of single authors or single works do not appear on this list; instead, the teachers in this study included speech and drama as well as literature surveys, the last of them being vital, it would seem, for teachers with only minimal preparation in English.

Question 23 is concerned with the grants and fellowships that the teachers had been awarded. Just 9, or 10 percent, of the teachers in this study had been awarded a grant or fellowship, while 31 percent in the award-winning high schools in the Squire-Applebee report were given such help. (21)

Two aspects of question 24 are discussed: (1) meetings in which teachers have participated within one year, and (2) time since taking an English or education course.

The first of these is presented in Table 5. (22) This table gives evidence of a difficult situation. The teachers in the study had attended significantly fewer of the meetings listed here, and by so doing passed up an important means of gaining continuing education in English.

TABLE 5

Meetings in Which Teachers Have
Participated Within One Year

Type of Meeting	Percent of Teachers in Study	Percent of Teachers in Squire-Applebee Report	Percent of Teachers in Nat. Int. Study
Local or Regional Meetings of Teachers of English	34.9	54.7	63.7
State Meeting of Teachers of English	16.7	33.2	37.8
National Meeting of Teachers of English	6.0	8.4	8.2
Voluntary English Workshop	25.3	28.8	41.2
Meeting with English Specialist	50.6	64.9	66.3

Table 6 examines the recency that courses in English and education were taken. (23)

TABLE 6

Length of Time Since English or Education Course Taken
(Reported in Percentage)

	Less Than 1 yr.	1 yr.	2 yrs.	3-5 yrs.	5-10 yrs.	10 or more yrs.	Never
English							
This Study	12.0	12.0	26.5	9.6	0	13.3	26.5
Squire-Applebee	23.4	9.0	11.3	14.7	11.7	15.0	14.9
Nat. Int.	24.0	8.8	11.8	14.1	10.9	13.4	17.0
Education							
This Study	20.2	10.7	17.9	0	10.7	8.3	32.1
Squire-Applebee	19.8	7.5	9.8	16.5	13.8	15.9	16.7
Nat. Int.	25.9	9.4	12.9	14.5	11.6	11.1	14.6

Again the situation is disappointing. The teachers in this study had taken only about one-half as many English courses in the year preceding the study as did the

teachers in the other two studies. Indeed, at nearly every level their failure to pick up courses in English was demonstrated by comparison. Note, too, that over one-fourth of these teachers had not taken an English course since graduation. The situation was better in the area of education, except that here, too, the figure of those who had not taken an education course was double that of the other two studies.

If, indeed, the situation is so dubious in the matter of formal study, what of the experience teachers can gain by traveling, as represented in question 25? A comparison with the Squire-Applebee report is useful. This comparison indicated that many of the teachers in the study did continue their education by traveling. The teachers in this study compared more favorably than the teachers in the other studies on travel in America. However, they did considerably less traveling in Great Britain and the rest of Europe. (24)

Professional Activities

The situation in teacher preparation and continuing education is not optimum. The next question then is this: Do the teachers try to update themselves by engaging in professional activities?

One way to evaluate this was to examine the professional organizations to which the teachers belong. Again, there is profit from comparing the two other studies referred to in this paper. (25)

Thirty-three percent more of the teachers in the Squire-Applebee report belonged to the National Council of Teachers of English. Thirteen percent more of those in the National Interest study belonged to the National Council. A similar situation existed in the consideration of the state English associations: 29 percent more teachers studied by the Squire-Applebee report belonged to the state English association; 7 percent more in the National Interest study belonged to the state English association. The figures for local English associations are as disappointing; here, 35 percent more of the Squire-Applebee report teachers belonged; 14 percent more of the National Interest teachers belonged. The only place that the teachers of this study excelled in this respect was in IEA membership, and here they had a rather narrow margin over the Squire-Applebee report teachers, and a more substantial margin over the National Interest teachers.

Question 27 asked how many teachers have held office in any of the professional organizations considered in the last paragraph. Thirteen teachers said that they had held office at one time or another in one professional organization.

Question 10 was concerned with various activities in which the teachers engaged outside the scope of formal education, and here again there were disappointing results. Over 53 percent of the teachers spent one hour or less per month attending movies or theatres; 31 percent spent from 2 to 4 hours per month in this way. Only 15 percent of the teachers spent from 5 to 9 hours a month in this fashion. It is important to note, however, that many teachers in the small towns did not have access to a movie theatre; and, most surely, many of them must have had to travel many miles to get to a legitimate theatre.

The situation is even more serious in the consideration of the number of hours spent attending lectures and discussions: 52 percent spent 1 or less in this fashion each month; 39 percent only between 2 and 4 hours in the way each

month. Just 9 percent of the teachers invested over 5 hours per month in this way. But again, the small towns present a problem: How many lectures or discussions were there to go to?

Over 88 percent of the teachers spent less than 1 hour per month in visiting museums; 10 percent spent from 2 to 4 hours per month in this way. And only 1 percent spent over 4 hours per month in this manner. Again, though, it is certainly true that in many cases the teachers' locations worked against them, for many would have had to travel considerable distances to locate a museum.

The aspect of question 10 that should not be affected by location, however, is writing for publication. Ninety-three percent of the teachers spent one hour or less per month writing for publication. Just 4 percent spent from 2 to 4 hours per month; 3 percent invested over 4 hours per month in this way.

Other activities are examined by question 11, and the first of these considers the amount of time spent weekly taking college courses. In this regard, 50 percent of the teachers had not taken a college course. However, 44 percent spent from 1 to 6 hours per week taking college courses and 6 percent spent from 7 to 15 hours per week taking college courses. On the surface, this suggests a very desirable situation; yet it is true that a substantial share of these courses were not in English but in the major areas of the teachers.

The reading habits of the teachers present a serious problem, analyzed in question 11. Thirty-two percent of the teachers spent no time reading per week. Another 36 percent spent only from 1 to 3 hours. This means that less than one-third of the teachers spent over 3 hours per week reading.

More teachers listened to music, however. Just 7 percent spent no time listening to music each week, while 81 percent spent from 4 to 12 hours per week. And 12 percent spent 10 to more than 25 hours per week in this manner.

The number of hours spent per week watching television produced interesting results. Just 7 percent watched no television; 48 percent spent from 1 to 6 hours per week in this fashion. Over 24 percent spent 7 to 12 hours, while 10 percent invested from 13 to 25 hours or more watching television per week.

There has been considerable discussion during the last decade about the necessity of teachers taking a second job, "moonlighting," so to speak. Among the teachers in this study, 82 percent had no part-time employment. How disappointing it is, though, to note that nearly 20 percent of the teachers were engaged in a second job. Further, 9 percent of the teachers were working from 10 to 25 or more hours per week on this second job.

Thus, there is a rather disappointing group of professional activities during the school year. In the summer, however, there could be time for professional activities to enrich and build teacher preparation and interest. Question 14 was included to evaluate this possibility, as it asked the teachers to consider their most typical summer activity over the last 5 years or since they began teaching. It is of some surprise to note that less than one-fourth of the teachers attended summer school; and, again, many of these people must have been taking courses in their major areas rather than courses in English or English methods. Over 50 percent were not engaged in work that would better prepare them professionally; yet certainly rest is profitable, and perhaps the extra employment made it possible for some teachers to take extension courses during the winter.

Earlier, a rather dismal picture was painted of the amount of time teachers spent reading. Since that subject is central to this paper, it will be examined more carefully. Seventy-three percent of the teachers submitted that they did not have time to read as many professional articles as they desired to do, although 89 percent claimed that reading more professional articles would put them in position to do a better job of teaching English.

In Table 7 there is an examination of the journals generally read or skimmed by the teachers in the study:

TABLE 7

Journals Regularly Read or Skimmed

Periodical	Number of Teachers	Percent of Teachers
English Journal	34	38.6
IEA Journal	11	12.5
Speech Teacher	6	6.8
Reading Teacher	5	5.7
College Composition and Communication	3	3.4
College English	2	2.3
American Speech	1	1.1
Others	0	0

Unhappily, a substantial majority of the teachers did not read professional material directed to the English teachers. Just 39 percent read The English Journal, as compared with 83 percent in the Squire-Applebee report and 45 percent in the National Interest study. (26) Only 2 percent read College English, as compared with 30 percent in the Squire-Applebee report, and 5 percent in the National Interest study. (27) Only 3 percent read College Composition and Communication, while 10 percent of the Squire-Applebee report study teachers did so. (28)

Notwithstanding, the teachers claimed that they did a considerable amount of reading for pleasure. In answer to question 33, they claimed that they averaged reading over 3 books per month, more than the average of either of the other two studies. (29)

And they had substantial libraries. In answer to question 32, the teachers claimed to have libraries averaging 429 books as compared with 467 in the Squire-Applebee report, and 380 in the National Interest study. (30)

Thus, they did read and they did have rather substantial libraries. But, unfortunately, there is too little professional reading in English done. What, then, is read? Questions 30 and 31 consider this situation. Table 8 lists the non-professional magazines regularly read along with the two or three most significant books read during the past year.

TABLE 8

Non-Professional Magazines and Books Read

Magazines	Total Number of Teachers	Books	Total Number of Teachers
Readers' Digest	46	Hooked on Books	4
Time	37	Dr. Zhivago	3
Life	30	Atlas Shrugged	3
Look	21	Confessions of Nat Turner	3
Saturday Review	19	Black Like Me	3
Newsweek	19	Up The Down Staircase	3
Good Housekeeping	12	The Scarlet Letter	2
Ladies Home Journal	8	The Source	2
Atlantic	7	The Stranger	2
National Geographic	7	The Chosen	2

The magazines listed in Table 8 are certainly predictable, representing many of the national top sellers. Thus, it is clear that not much of the periodical reading concerns English; rather, it tends to be the entertaining variety of reading.

It is more difficult to make much of the listing of books. In answer to question 35, the teachers listed 146 books, and there was agreement only in the 10 listed in Table 8. Of these, Hooked on Books and Up The Down Staircase are certainly concerned with English teaching; however, these two represent only 6 of the larger total.

A look will be taken at the teaching conditions of the teachers doing this study. They had a mean of 10 years' experience, 4 less than in the Squire-Applebee report and 2 less than the teachers in the National Interest study. (31) Each teacher averaged teaching 5.05 classes a day, a typical situation in the other two studies. Of these classes, 3.38, or 70 percent, were English classes, strange;

indeed, when so few teachers held even a minor in English. Interestingly enough, the mean work week of nearly 51 hours exactly coincided with the figure reported in the National Interest. (32)

Question 7, as represented in Table 9, considered the number of pupils taught each day in the teachers' respective English classes, and here the results seem to be desirable. (33)

TABLE 9

Number of Pupils Met Daily
Reported in Percentage

Source	Fewer Than 100	101-125	126-150	151-175	176-200	200+
This Study	75.0	15.7	8.3	0	0	0
Squire-Applebee	21.0	30.8	32.4	12.0	2.6	.3
Nat. Interest	19.4	24.2	30.5	17.0	6.2	2.5

The results reported in Table 9 must, however, be carefully considered: Of the 5.05 classes each teacher teaches, just 3.38 are in English. This consideration of the number of students in English classes could give a false picture of a teacher's load. Still, though, it would appear that the teachers involved in this study had a better situation in relation to the number of students taught than did those in either of the other two studies. Seventy-five percent of the teachers in this study had fewer than 100 students. Assume that the figure was 100. That, divided by the 3.38 mean number of English classes taught, results in a mean of nearly 30 students per class. Squire and Applebee have pointed out in their study that the largest percent of teachers meet 5 classes a day. (34) That would average 150 English students per day if the teachers had five classes in English. However, not all the classes taught by the Squire-Applebee report teachers were in English; thus, it would continue to appear that the teachers in the study had a more optimum situation.

Question 9, which considered how teacher-time is spent during an average week, offered interesting results. Twenty-three percent of the teachers spent less than 17 hours of teaching per week, a rather strange situation which probably suggest that there are counselors, librarians, and coaches among the teachers. Twenty percent of the teachers taught over 29 hours per week, an extremely heavy schedule.

Surprising, though, is the fact that 57 percent of the teachers spent 4 or less hours per week marking papers, and 22 percent spent less than one hour. Pity the one teacher, however, who spent 33 or more hours each week correcting papers.

Again, it is surprising to learn that 51 percent of the teachers spent 4 hours or less per week preparing for classes, and 17 percent spent one hour or

less. A sizable 69 percent of the teachers spent 4 hours or less advising students each week. And 69 percent of the teachers spent more than 4 hours a week attending to school routine. Eight percent spent 4 hours per week attending faculty or departmental meetings; 73 percent spent an hour or less per week.

Question 22 considered the extent to which the schools offer incentives to encourage teachers to take additional course work. (35) In all but one important aspect the teachers in this study were in a more favorable position than were those teachers in the other two studies. But the one aspect is important, perhaps crucial; whereas nearly three-fourths of the teachers in the Squire-Applebee report and nearly 50 percent of the teachers in the National Interest study were given salary increments based on credit hours or degrees, just 26 percent of the teachers in this study had such an arrangement. Thus, an important incentive is lacking for about three-fourths of the teachers in this study.

In other ways, the schools of this study have admirably endeavored to set up a satisfactory situation; certainly it is not optimum, but, most often, it is superior or equal to even the award-winning high schools in the Squire-Applebee report. Eighty percent sometimes or frequently were given released time during the school year, this being 59 percent better than the figures in the Squire-Applebee report and 71 percent better than the figures in the National Interest study. Further, 62 percent of the teachers in this study sometimes or frequently were granted sabbatical leaves, 13 percent greater than the figures in the Squire-Applebee report and 39 percent better than in the National Interest study. In making arrangements for local extension courses, the teachers in this study had a surplus of 12 percent over the Squire-Applebee report teachers and 21 percent over participants in the National Interest study. Note, too, the favorable situation of the teachers in this study concerning the underwriting of partial or complete cost of tuition and fees as well as providing stipends for summer study.

Indeed, it is surprising to find such a situation in these small schools. It suggests, of course, that many of these schools are willing to go to much bother and expense to get their teachers properly prepared, an important point indeed in this study. Unfortunately, however, there should be an additional motivating force: more salary increments based on credit hours or degrees.

The final consideration is with the freedom that teachers have to choose materials for use in their English classes, a situation examined in Table 10.

Generally, then, there seems to be a democratic situation in the schools with regard to the selection of materials. Less than 10 percent had no choice. And complete freedom was allotted to 43 percent, while freedom with the department head's approval was allowed to another 35 percent.

C. The Rating of Articles

Figures 2 and 3 are for the purpose of examining the worth of each article as perceived by the teachers and the degree to which the articles changed the teachers' thinking as a group about teaching English.

An analysis of the rankings of the items listed in Figure 2 revealed the following: Composition articles were ranked 1, 3, 5, 8, 12, 17, and 19; this resulted in a mean rank of 9.3 for composition. Language articles were judged

TABLE 10

Rank Order of the Extent to Which
Teachers Can Choose Their Materials

Item Considered	Number of Teachers	Percent
Generally Complete Freedom with Approval of Department Head	38	43.2
Complete Freedom of Choice	31	35.2
No Choice, Selection Predetermined	8	9.1
Selection from Wide-Ranging List	6	6.8
Selection from Approval List Which Is Subject to Change Year by Year	5	5.7

to be 6, 7, 9, 10, 11, 13, 15, 16, and 20; and the mean rank for language was 11.9. The article on reading was ranked number 3; methods and general information were ranked 2 and 18 for a total mean rank of 10. The article on adolescent literature was ranked 14.

Several facts of note are to be gleaned from Figure 2. It is clear that there is substantial interest in composition, more, in fact, in these readings than there was in language. Steinberg's article on inductive teaching was rated second. The Lewis and Sisk article on reading was fourth, suggesting considerable interest in reading. More than anything else, however, the articles which suggested or outlined practical, usable methods for teaching were, in general, rated much more highly than those which dealt with background or aesthetic discussion. The first eight articles listed are all practical, methodological approaches to teaching; there is information in them that a teacher may take directly into his classroom. In comparison, the articles by DeBoer, Francis, Mersand, Page, and Thomas tend to be philosophic and scholarly. But they do not, for the most part, tell a teacher how to teach something. Thus, the preference of the teachers is clearly apparent; they desire to be given methods of teaching.

This is not to say, however, that all articles in a reading program should include methods. Indeed, change in teaching performance requires knowledge and methods; and what is not measured, for instance, is the effect that articles by Frances and Thomas may have had on the rating of methods articles in the area of language.

Figure 3 is a record of the degree to which the articles have changed the teachers' thinking about teaching English. Here, again, an examination of the five areas encompassed by the readings is enlightening. And it is important, in this respect, to remember that Figure 2 considered the worth of the articles; Figure 3 considered the possible changes because of the articles. Notice here, then, the importance of composition, as it is rated 1, 2, 3, 5, 6, 13, 15, 16, 18. The mean

FIGURE 2

Mean Ratings of the Value of Articles

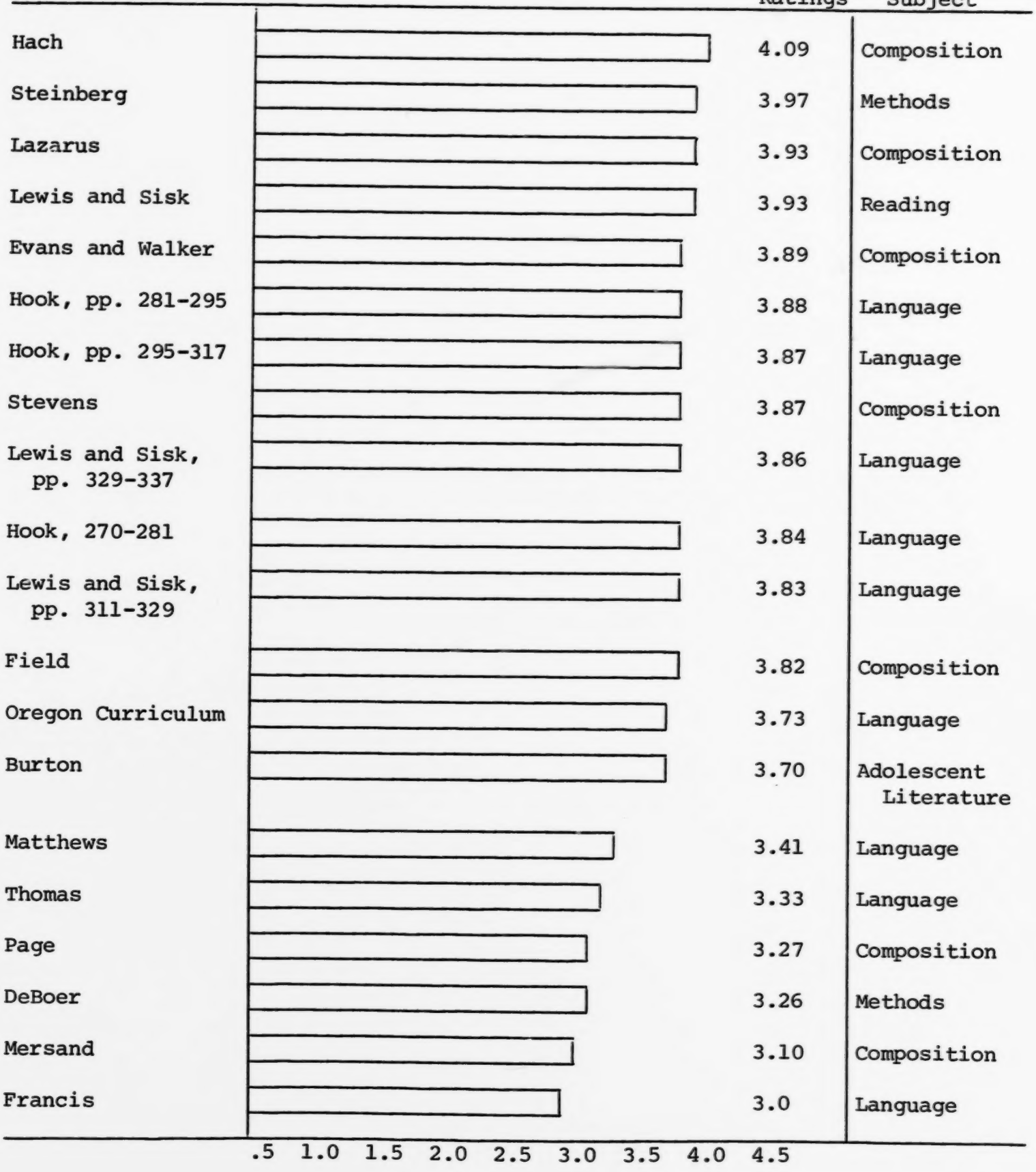


FIGURE 3

Mean Ratings of the Degree to Which Teachers Said That Articles Had Changed Their Thinking About Teaching English

Author's Name	Mean Ratings	Subject
Hach	3.19	Composition
Lazarus	3.16	Composition
Evans and Walker	3.12	Composition
Lewis and Sisk, pp. 90-117	3.03	Reading
Lewis and Sisk, pp. 329-337	3.00	Composition
Lewis and Sisk, pp. 311-329	2.97	Composition
Oregon Curriculum	2.95	Language
Hook, pp. 270-281	2.92	Language
Steinberg	2.90	Methods
Hook, pp. 295-317	2.84	Language
Hook, pp. 281-295	2.78	Language
Matthews	2.77	Language
Field	2.75	Composition
Burton	2.55	Adolescent Literature
Stevens	2.51	Composition
Page	2.47	Composition
DeBoer	2.29	Methods
Mersand	2.28	Composition
Thomas	2.27	Language
Francis	2.11	Language

rating for all articles in composition was 8.8. Reading is in fifth place. Language is rated lower than composition: 7, 8, 10, 11, 12, 14, 19, and 20. The mean rating for all articles in language was 12.6. Steinberg's inductive teaching tumbled from second to ninth.

Again, the importance of the practical methods is to be noticed. All of the articles rated in the first 12 are careful to list understandable methods, tools, in fact, for teaching. The last eight tend to be philosophical and aesthetic.

Figure 4 examines the number of changes for each article, while Figure 5 considers the number of teachers who changed per article. And again it is clear that those articles advocating definite changes in teaching procedure did apparently produce the most changes. It is also interesting to note that 1295 changes in performance were listed by the teachers, this resulting in a mean change per article by the teachers of nearly 65. Each article resulted in a mean change of nearly 39 teachers, or 51 percent, who claimed at least one change in performance because of each article.

D. Questionnaire Two

Questions 1 and 2 were asked to measure one aspect of possible professional growth. Just two professional organizations attracted more than one teacher: Seventeen teachers said that they planned to join the National Council of Teachers of English, while four teachers planned to join the National Education Association. Three professional journals were to be read or skimmed regularly by several teachers: Twenty teachers listed The English Journal, two teachers listed the Illinois English Bulletin, and two teachers listed the Saturday Review.

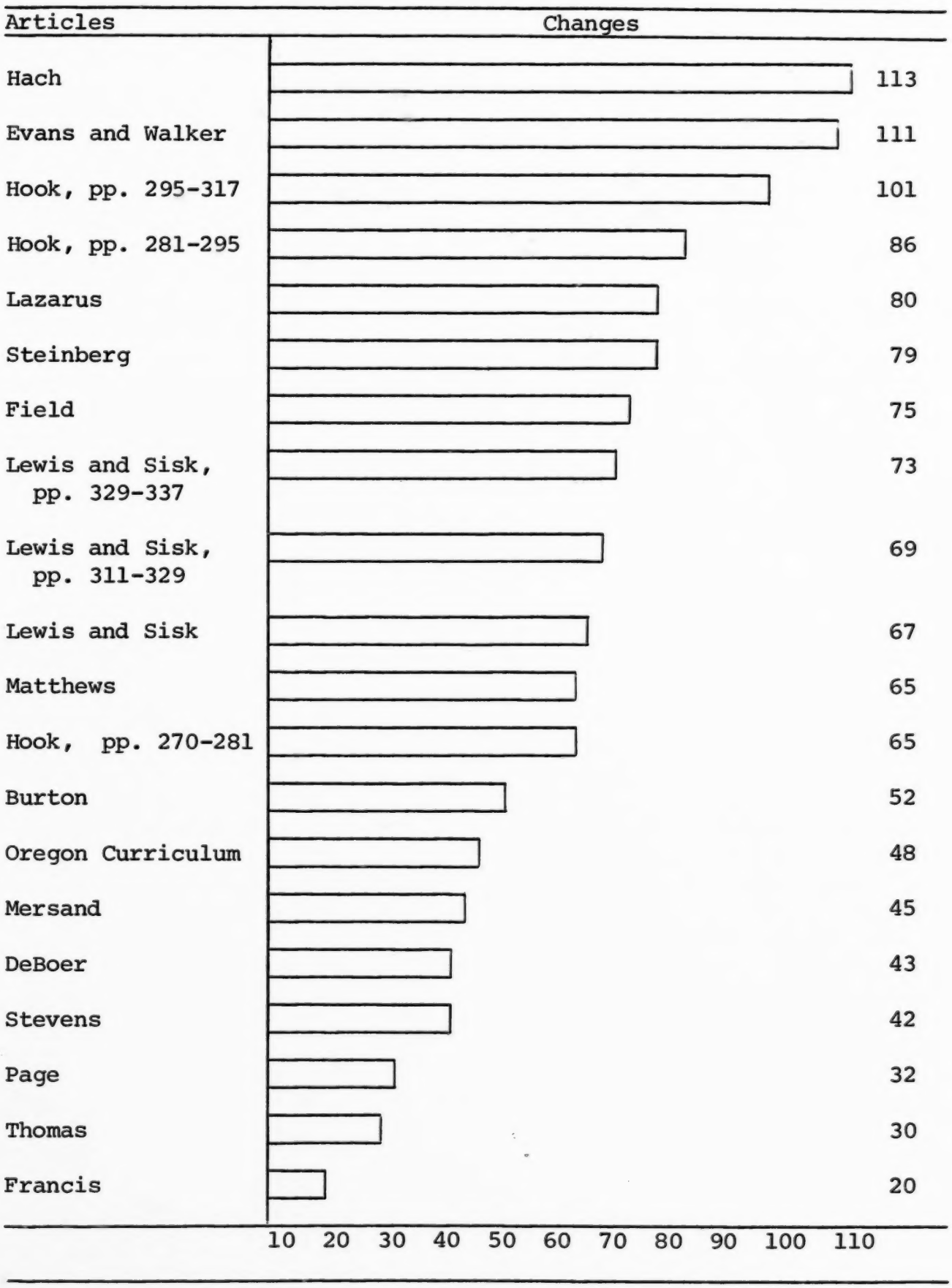
An examination of the eighty-four statements in Questionnaire Two affirms that the teachers said that the reading program resulted in both present and future change in their performance.

Figure 6 graphically demonstrates this as both the present changes and the planned changes for the future were considered. Only three (4 percent of the teachers) listed five changes or less. Just 25 percent suggested fifteen changes or less; 29 percent listed twenty changes or less. Seventy-one percent of the teachers submitted over 20 changes and planned changes because of the readings. Thirty-two (over 42 percent of the teachers) listed over thirty changes. Indeed, these stand as impressive credentials for reading as a means of accomplishing change.

Figure 7 is concerned with the changes teachers say that they have already accomplished because of the readings. Twenty-five percent of the teachers suggested five changes or less. Another 20 percent mentioned six to ten changes. Yet note the huge percent of teachers who submitted over ten changes that they had actually accomplished: Indeed, 55 percent of the teachers are to be included here. Over 22 percent of the teachers listed over twenty changes. Again, then, the value of this reading program to change performance, both present and future, is confirmed. How many college courses does a student take that do not result in a single change? And how many courses would result in a mean of 13.1 changes per teacher that were presently being accomplished, and 13.1 mean changes per teacher that were planned for the future? Indeed, how many programs would result in teachers claiming a mean of 26.2 present and future changes per teacher?

FIGURE 4

Number of Changes Teachers Claimed per Article

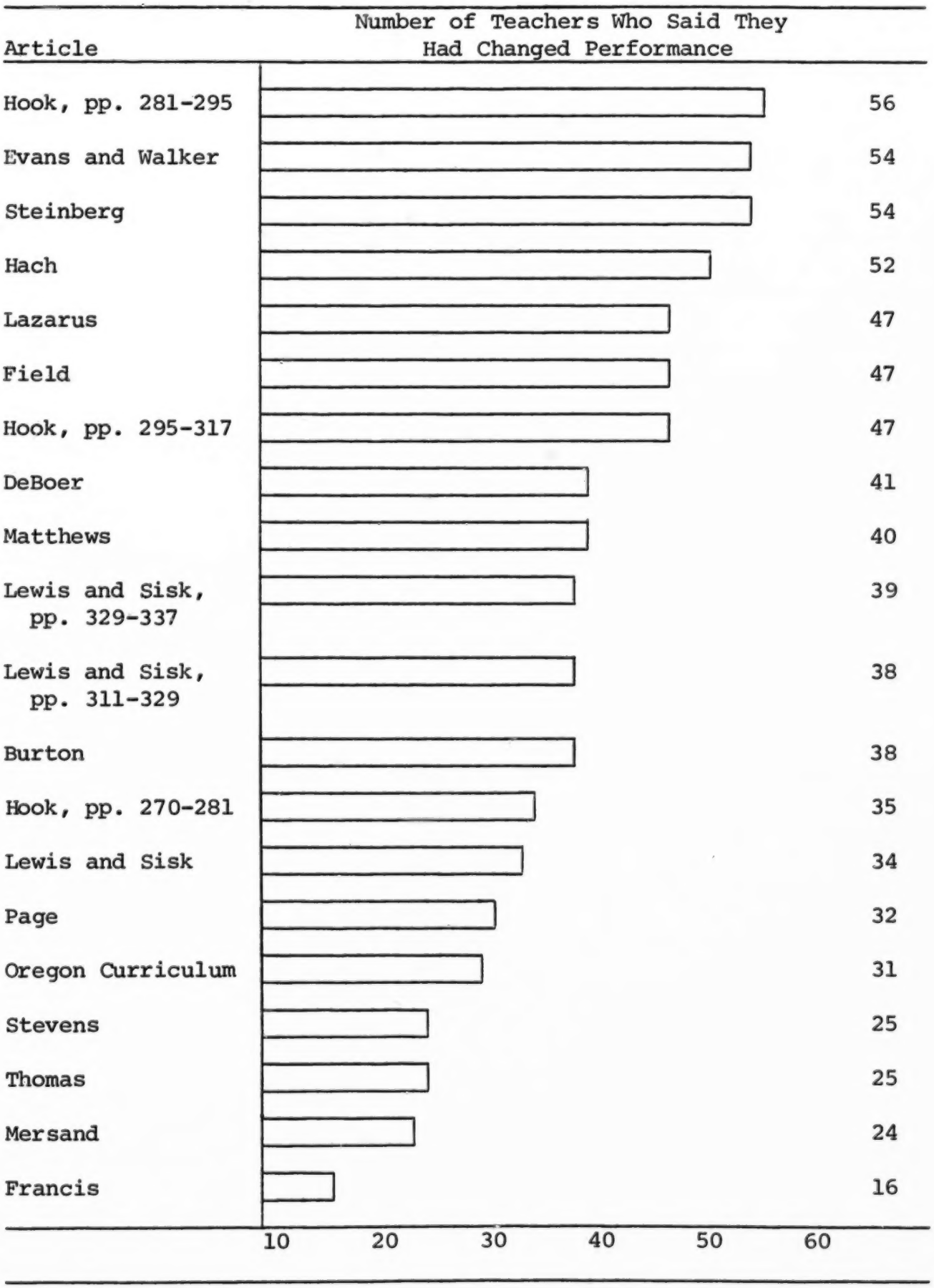


20 Articles

Total Changes 1295
Mean Changes per article 64.75

FIGURE 5

Number of Teachers Who Changed per Article



Mean of Teachers Who Changed per Article 38.7

FIGURE 6

Total Changes Planned, Now or Later

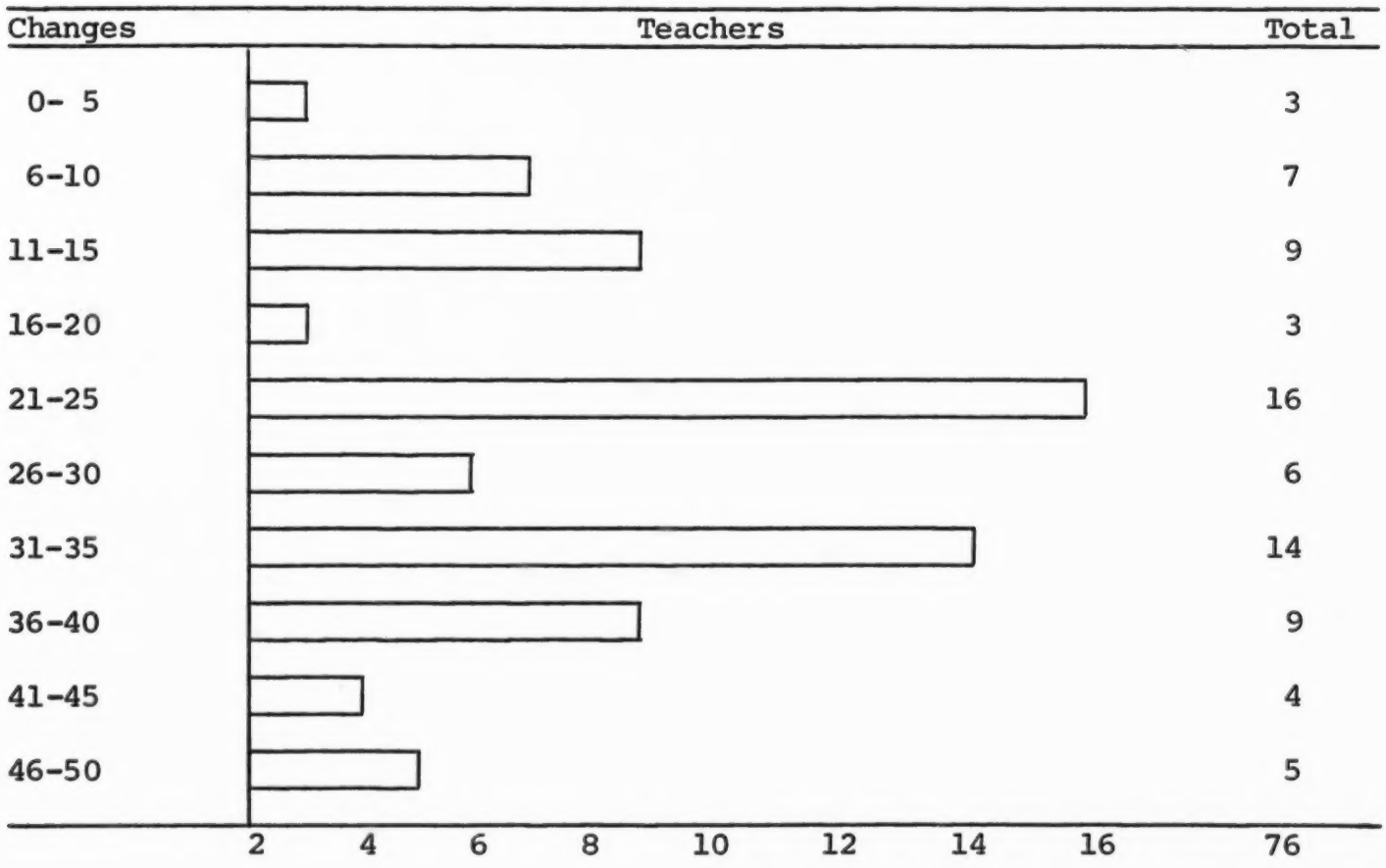


FIGURE 7

Teacher Is Doing Because of Article

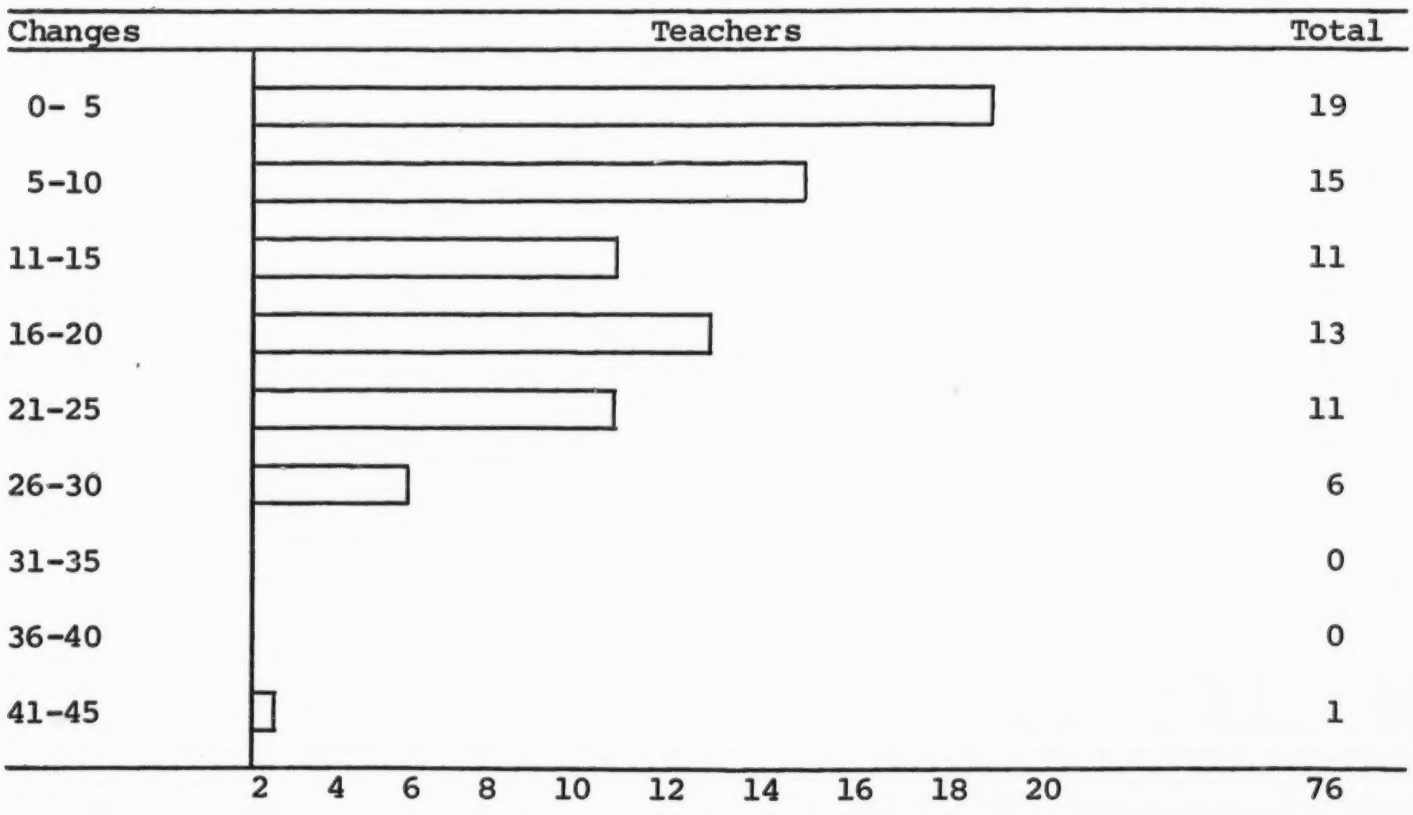


Figure 8 analyzes the changes planned for the future. Over 19 percent of the teachers listed five changes or less. Nearly 29 percent listed from six to ten changes. Yet over 51 percent listed more than ten changes. Finally, more than 18 percent listed over twenty changes. This is further evidence to corroborate the validity of a reading program to encourage teachers to plan change.

FIGURE 8

Teacher Plans to Do Later

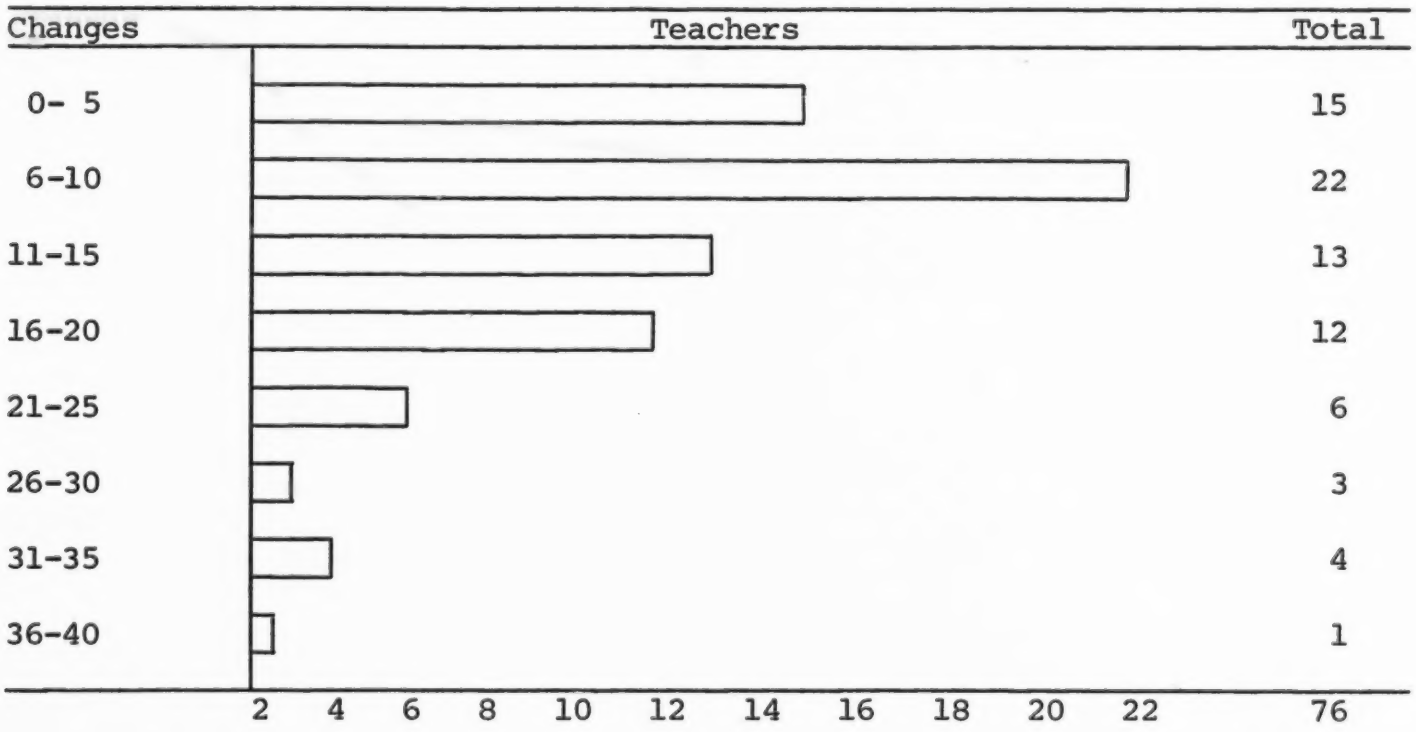


TABLE 11

Total Teacher Reaction for the 84 Statements

	Do Not Plan to Do	Was Already Doing	Doing Since Reading Articles	Plan to Do Later	Total
Number of Teachers	1034	3360	992	998	6384
Percent of Teachers	16.2	52.6	15.6	15.6	100

An examination of Table 11, which examines the total figures for all the statements, produces some excellent information. Note, for instance, that nearly 53 percent of the teachers claimed that they were already doing what the subject suggested; this is, of course, to suggest a certain sophistication among the teachers that might not be expected from English teachers who for the most part did not hold a major in the subject. There was also a substantial number

of teachers who chose not to do what the statements suggested, this group comprising over 16 percent of the total. Most important, however, is the fact that the effect of the articles on teacher performance and planning was sizable. Indeed, a mean of nearly 16 percent of the teachers said they had changed teaching performance because of each of the articles. And a mean of almost 16 percent of the teachers said that they planned to change performance later because of each of the articles. This means, of course, that a mean of over 31 percent of those reading the articles either changed or planned to change on each of the statements in Questionnaire Two. Moreover, if the teachers who were already doing what the articles recommended are eliminated, the following figures result: A mean of nearly 33 percent changed toward the direction of each statement; a mean of 33 percent planned to change later in the same direction.

These figures tend to focus on the amount of change that might be expected in teachers not already involved in a given teaching approach. It is encouraging that about one-third changed and that about one-third were considering change at a later time. Also of concern, however, is the fact that slightly over one-third of these people did not plan to try what a given reading suggested.

For fourteen of the 84 statements, twenty-five percent or more teachers said that they had changed procedure since reading the article: Six of these concerned language, six were in composition, and two were in general methods. Forty percent of the teachers said that they were teaching grammar more by encouraging student thought than by rules of grammar. Thirty-eight percent said that they were spending more time helping students to build sentences rather than to dissect them. Thirty-four percent submitted that they were teaching that usage is changeable. Twenty-nine percent of the teachers said they were making an effort to include the best of the various grammars in their teaching of language. Twenty-five percent said that they were teaching that traditional grammar is not always usable because it is based on Latin and English is not basically Latin. Another twenty-five percent of the teachers said they were including concepts from generative, structural, and historical grammar in their teaching of English. Twenty-five percent of the teachers said that instead of teaching in grammar what a textbook calls for they were teaching what the students need most as evidenced in their writing.

Seven of the statements which changed teacher performance concerned the teaching of composition. Forty-seven percent of the teachers said that they were spending much time in helping their students pre-write by helping them collect, test, and sort their ideas as well as to plan strategies for defending them. Thirty-nine percent submitted that they were not marking every error that they saw in a student composition; rather, they were marking only those errors that they believed a student needed to consider at a given time. Thirty-five percent of the teachers claimed that they were teaching students how to approach composition through the use of clear thinking and informal logic. Thirty-three percent of the teachers said that because of the importance of the development and of the writer's intention, they often did not mark errors in spelling, punctuation, grammar, and syntax. Twenty-eight percent of the teachers submitted that they were teaching students that in composition, unity and coherence were more important than mechanics. Finally, twenty-five percent said that they were writing personal comments on each composition graded, always giving the student, slow or bright, encouragement.

Two comments in general methods drew twenty-five or more percent of the responses; both concerned inductive teaching. Forty-five percent of the teachers suggested that they were talking less and they were helping their students to develop their own skills in analyzing how the English language works. Forty-one percent said they were planning their teaching so that the approach was usually inductive.

All of this is to suggest a substantial change in teacher performance and it further suggests that reading professional articles can accomplish a great deal in changing teaching performance. And this type of reading also leads to teacher consideration of change at a later date.

The results of Questionnaire Two demonstrate this well. Eight of the statements in language caused at least 25 percent of the teachers to say that they were going to accomplish at a later date what the respective statements said. A like situation existed with four statements in composition, two in reading, and one in general methods.

The eight statements in language did, indeed, suggest rather profound changes. For instance, 41 percent of the teachers said that at a later time they planned to include concepts from generative, structural, and historical grammar in their teaching of English. Similarly, 38 percent planned later to make an effort to include the best of the various grammars in their teaching of language. Another 38 percent said that in the future they would include the development of the English language as an important unit of study in their English classes. The study of lexicography as an important area of study in English class was listed as a future accomplishment by 37 percent of the teachers. In like fashion, 34 percent of the teachers planned later to include a study of dialect as an important unit of study in their English classes. The study of etymology as an important area of study was listed by 29 percent. Another 28 percent planned at a later date to teach units on roots and derivations in their teaching of spelling. And 28 percent submitted that in the future they would teach a unit on intonation in their teaching of punctuation.

Four statements concerning composition found over 25 percent of the teachers responding as to their future plans. A sizable 55 percent said that they planned later to work with other teachers to plan a sequential writing program in their school. This, of course, asserts that a majority of these small schools do not have a sequential program. To hold periodic private conferences with all of their students concerning compositions was mentioned as a future plan by 34 percent of the teachers. Another 28 percent claimed that they planned to teach a unit on the explanatory theme developed by analogy. Finally, 25 percent said that their future plans included teaching students to write themes of analysis.

Two statements led more than a quarter of the teachers to claim future changes in their teaching of reading: 30 percent of the teachers submitted that they would make definite professional plans for the various levels of reading abilities in their students; 25 percent suggested that they would try to make reading instruction an all-school program in the schools in which they taught.

One statement in general methods drew more than 25 percent of the teachers. Indeed, 28 percent of the teachers said that at a later date they would plan literature units which deal with the great body of human anxieties and aspirations.

A glimpse at the statements that were reported as already being accomplished by 65 percent or more of the teachers suggests, in some respect, a sophistication that may be a bit surprising. In this regard, there were five statements in language and seventeen comments in composition that elicited more than 65 percent each.

The following comments in language were supported by at least this same percentage or more of the teachers. Eighty-seven percent said that they were already teaching usage. Inclusion of a unit on vocabulary skills was listed by 84 percent. Seventy-four percent said that they were not doing much diagraming of sentences in their classes. That they were already teaching students definite methods of combatting errors in use of pronouns was affirmed by 74 percent of the teachers. Finally, 71 percent submitted that they already included a unit on the use of the dictionary.

E. Inservice Devices

On both Questionnaire One and Two, the participants were asked to rate six types of inservice education on a one to six scale, from least useful to most useful. The primary reason for this was to determine if there was a significant difference in their collective viewing of reading as a viable inservice device. For this answer, the Wilcoxen Matched-Pairs Signed-Ranks Test was used.

The null hypothesis, then, was that there would be no difference between the ratings before and after the readings were completed and Questionnaire Two was filled out. The level of significance was .05. The results are recorded in Table 12.

TABLE 12

Comparison of Inservice Devices from Questionnaire One and Questionnaire Two

Type of Inservice Device	S Score	Probability of a Larger S
Lectures	- .81	.2090
Movies	- .16	.4364
Reading	-3.25	.0006
Graduate Extension Courses	-1.63	.0515
Small Group Discussion	-1.78	.0375
Panel Discussion	- .75	.2266

The null hypothesis of no significant difference for reading was not accepted. There was a significant difference pre and post at the .05 level for the use of professional readings as an effective means of inservice device. In fact, it is of importance that reading was significant at the .0006 level.

V. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

The conclusions are to be drawn primarily from the objectives of the study, though some other observations will be included.

The first of the objectives was to investigate the effectiveness of the readings included in this study. In this regard the study experimented with an inservice education program of professional readings to help correct weaknesses in preparation of the teachers involved; it also experimented with an inservice program of professional readings to help bring new information to the teachers taking part.

The findings result in a promising situation in this respect. First, it was demonstrated that there is a body of knowledge that English teachers should have. "The ETPS Guidelines" and ISCPET's "Qualifications of Secondary School English Teachers" are usable sources to outline this knowledge. Then it was demonstrated that a national problem exists because huge numbers of English teachers are not equipped to teach their subject. This problem is most serious for English teachers who do not hold a major in the area and is even more critical for English teachers who teach in small schools and who lack a major in the subject. It is, then, possible to evaluate weaknesses in teacher preparation, and it is certainly possible to put together readings to bring these teachers work in their areas of weakness and to bring them new information and the recent empirical research. It is, of course, difficult to know what is new information for a given teacher. At any rate, there was good reason to offer readings in language, much of this being new material; composition, where there was Page's article which is an empirical study; adolescent literature, a need evidently of many; methods of teaching; and reading.

Indeed, it is possible to put together readings to cover weak spots in preparation and to offer new material as well as the results of empirical studies. The important question, however, is whether or not the readings will cause teacher change, both in attitude and performance. This leads to the second of the objectives: to investigate the effectiveness of the program of readings on the thinking and teaching procedures of the teachers involved.

The problem of attitude change was examined by the use of the Survey and by the rating sheets. Earlier, attitude was defined in this fashion: "As the individual develops, his cognition, feelings, and action tendencies with respect to various objects in his world become arranged into enduring systems called attitudes."

The "cognitions and feelings" were measured by the Survey given before and after the readings. Of the forty statements on the Survey, there were significant differences in twelve of them with just one of the twelve being in the direction opposite that recommended by the article. All of this, of course, suggests that the cognition and feeling areas of attitude were changed in many of these teachers.

The "action tendency" was measured by the rating sheets and by Questionnaire Two. The rating sheets showed that there was a mean change per article of nearly 65; each article caused a mean of almost 39 teachers to change in at least one way. The teachers listed a total of 1295 changes in their teaching because of the

readings. Of course, this list suggests substantial changes in action tendency. And this is further, and perhaps more dramatically, demonstrated in the 84 statements of Questionnaire Two. There were, of course, large numbers who would not do what the statements suggested, and an even more sizable group claimed already to be doing what the statements said. Yet there were profound changes. Indeed, a total of over 31 percent claimed that they had either changed or would change in the future because of each of the 84 statements. Further, each teacher had a mean of more than 13 accomplished changes for the list of 84 statements and a mean of more than 13 changes planned for the future, a total mean in excess of 26 changes per teacher for the 84 statements.

Many of the teachers had profound changes in their cognitions, feelings, and action tendencies. Whether or not these were arranged into the "enduring" systems is to be answered only by a long-term longitudinal study. What can be said here, then, is that the first step was taken by many of the teachers.

The evaluation of reading as an inservice device produced affirmative results. Over 77 percent of the teachers said on Questionnaire Two that more reading would put them in position to do a better job of teaching. Further, when various inservice devices were measured before and after the readings were completed, reading produced a significant difference at the .05 level. Both of these give apt indication that reading is a favorable means of inservice education for the teacher.

Another conclusion is in the nature of the readings. The greatest change was accomplished when theory was juxtaposed with practical application in presenting material. Thus, it would appear that readings should include applications and practical methods, though that is not to say that background material is not also needed.

B. Recommendations

The favorable results of this study which suggest that readings can change teacher attitude and performance indicate that a broad program of professional readings might indeed be a viable method of updating English teachers and of bringing them new information.

Ultimately, then, the following eleven recommendations outline a plan of action to help ameliorate the difficult problem for secondary school English teachers in small schools who do not hold a major in the subject. And by implication there is more than a hint that such a program might well be adapted to all secondary English teachers who need to be updated and who should get the results of new thinking and recent research.

Recommendation One

An evaluation sheet, based on Form F of the ISCPET "Illinois Rating Scale for Beginning English Teachers," is recommended for teachers, administrators, and state officials to evaluate a teacher's preparation and ultimate need for additional training. This is represented in Table 13.

Recommendation Two

English education experts from each of the state universities in Illinois should meet to discuss the possibility of offering a program of readings for each of the suggestions on the chart shown in Table 13.

TABLE 13

Evaluation Sheet on Teacher Preparation

	I have had a course or a substantial part of a course in the subject:	
	Yes	No
A. Knowledge of Language		
1. Knowledge of how language functions, including knowledge of the principles of semantics.		
2. Knowledge of at least two systems of English grammar.		
3. Knowledge of levels of usage and dialectology, including a realization of the cultural implications of both.		
4. Knowledge of the history of the English language, with appropriate awareness of its phonological, morphological, and syntactic changes.		
B. Knowledge and Skill in Written Composition		
5. Ability to recognize such characteristics of good writing as substantial and relevant content; organization; clarity; appropriateness of tone; and accuracy in mechanics and usage.		
6. Knowledge of theories and history of rhetoric and of the development of English prose.		
7. Ability to analyze in detail the strengths and weaknesses in the writing of students and to communicate the analysis effectively.		
C. Knowledge and Skill in Literature		
8. Knowledge of the important works of major English and American authors; knowledge of the characteristics of various genres and of major works in English and American literature in the genres.		
9. Extended knowledge of one or more major authors and of at least one genre, and one period.		

	Yes	No
10. Knowledge of major works of selected foreign writers, both ancient and modern, and of comparative literature.		
11. As part of the awareness of patterns of development, a knowledge of such backgrounds of English and American literature as history, the Bible, mythology, and folklore.		
12. Ability to read closely an unfamiliar literary text of above-average difficulty with good comprehension of its content and literary characteristics.		
13. Knowledge of major critical theories and schools of criticism.		
14. Knowledge of a considerable body of literature suitable for adolescents.		
D. Knowledge and Skill in Oral Communication		
15. Knowledge of current information relative to listening techniques.		
16. Ability to speak clearly and effectively, and in conformity with present standards of educated usage.		
17. Ability to read aloud well enough to convey most aspects of the interpretive art: meaning, mood, dominant emotions, varying emotions, overtones, and variety.		
E. Knowledge and Skill in Teaching English		
18. Knowledge of educational psychology, especially of the learning process and adolescent psychology.		
19. Knowledge of the philosophy, organization, and educational programs of American secondary education now and in historical perspective.		
20. Knowledge of the content, instructional materials, and organization of secondary English programs, and of the role of English in the total school program.		
21. Knowledge of principles of curriculum development in English.		

	Yes	No
22. Knowledge of effective ways to teach English, to select and adapt methods and materials for the varying interests and maturity levels of students, and to develop a sequence of assignments to guide and stimulate students in their study of language, written and oral communication, and literature.		
23. Knowledge of ways to teach reading in the English classroom, including corrective and developmental reading techniques.		
24. Knowledge of basic principles of evaluation and test construction in English.		

Recommendation Three

Then knowledgeable men and organizations who specialize in each of the areas mentioned on the chart would be called upon to meet with representatives from the National Council of Teachers of English, Modern Language Association, and other important agencies, particularly of the state, who may be interested in the problem during an initial planning period. From this meeting, held near the end of the school year, programs of readings in each of the areas would be planned. Each year thereafter such a meeting would be held, though the national organizations mentioned would not necessarily be called on.

Recommendation Four

Each of the state universities in Illinois should offer each of these sets of readings to public school teachers in their respective areas. Each of the universities should provide graduate and/or undergraduate credit for the teachers doing the readings, and each university instructor should have substantial released time for the purpose.

Recommendation Five

The reading courses should be planned in the following way: The readings should be held to a reasonable length, perhaps not more than a total of five hundred pages. The reading materials should involve methods of teaching the respective materials as well as considering theory. After the teacher reads each article, he should rate it and fill out a sheet on which he considers precisely how the reading would or could change his classroom procedure. He should also plan two or three outlines of units of study based on the readings, and this should be done in practical fashion to be usable to the readers. Certainly there should be no tests; teachers should understand that they will be rewarded with good grades for completing the readings. Groups doing the same readings should be assembled once or twice during a given semester for a workshop discussion of the applications of the ideas contained in the various articles.

Recommendation Six

The state should alter its certification requirements so that all non-majors in English must make yearly progress toward achieving improved preparation in the

areas recommended in Table 13. Each of these teachers would be asked to take at least one course a year until there has been training in each of the areas; this requirement could be satisfied by taking one semester of readings each year.

Recommendation Seven

The state should carefully consider the possibility of providing funds for a broad effort in the program recommended.

Recommendation Eight

The U. S. Office of Education should also provide funds for a comprehensive test in Illinois of these recommendations, endeavoring to find out whether or not money could be wisely spent in a reading program.

Recommendation Nine

Realizing that required reading will take much teacher time, administrators must reduce the load of the teachers doing the readings, perhaps by the use of paraprofessionals in student clubs, study halls, and various areas of school routine. When possible, schools should pay the tuition for the courses.

Recommendation Ten

Every school should make available a professional library of materials in English, and each English teacher without a major in the subject must be encouraged to read the materials.

Recommendation Eleven

Every English teacher who completes a reading program should bring the results of the readings to his colleagues, and the group should consider how the information could influence their teaching.

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Appendix A

LIST OF READINGS

I. Readings in language

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C. Matthews, Eleanor and Others. "English Language Study in Portland High School," Linguistics in the Classroom, ed. T. H. Wetmore. Champaign, Ill.: NCTE, 1963, pp. 38-44.

D. Oregon Curriculum Center. A Study of the English Language. Eugene, Oregon: The University of Oregon, 1964-5, pp. 15-35.

E. Thomas, Owen. "Grammatici Certant," Linguistics in the Classroom, ed. T. H. Wetmore. Champaign, Ill.: NCTE, 1963, pp. 6-10.

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E. Lewis, John and Jean Sisk. Teaching English 7-12. New York: American Book Co., 1963, pp. 311-29 and 329-37.

F. Mersand, Joseph. "What Has Happened to Written Composition?" An English Teacher's Reader, ed. M. Jerry Weiss. New York: The Odyssey Press, Inc., 1962, pp. 91-98.

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III. Reading

A. Lewis, John and Jean Sisk. Teaching English 7-12. New York: American Book Company, 1963, pp. 90-117.

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V. General problems in English

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VI. Adolescent literature

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Appendix B

QUESTIONNAIRE NUMBER ONE

SAMPLE ONE

Name:_____School:_____

Check sex: ____(M) ____(F) Address:_____

How many people teach English in your school?_____

How many of them hold a major in English?_____

Please record answer in this column

1. In what areas do you believe that your college preparation to teach English on the secondary level was weakest. (INDICATE BY PLACING ANSWER IN PARENTHESIS AT RIGHT)

1.	English literature in general	a. ( )
2.	American literature in general	b. ( )
3.	World literature	c. ( )
4.	composition	d. ( )
5.	methods of teaching English	e. ( )
6.	adolescent literature	f. ( )
7.	reading	g. ( )
8.	oral interpretation of English	h. ( )
9.	speech	i. ( )
10.	literature of particular periods	j. ( )
11.	literary genres	k. ( )
12.	literary criticism	l. ( )
13.	close study of certain authors	m. ( )
14.	study of traditional authors	n. ( )
15.	study of structural grammar	o. ( )
16.	study of transformational grammar	p. ( )
17.	adolescent psychology	q. ( )
18.	education	r. ( )
19.	others (please specify)	

_____

_____

_____

2. In what ways have you attempted to overcome the weaknesses.

1.	extending university courses	a. ( )
2.	departmental conferences	b. ( )
3.	reading articles that pertain to the areas of weakness	c. ( )
4.	lectures by English education experts	d. ( )
5.	movies concerning the areas concerned	e. ( )

6. talks with fellow teachers — f. ( )
7. panel discussions — g. ( )
8. contacting experts in the field — h. ( )
9. inviting speakers to school — i. ( )
10. others (please specify)

_____
_____
_____

3. If you had two hours each week for inservice education in English, how would you rank the following as teaching helps? Please rank them 1, 2, 3, 4, 5 and 6 with 1 being the approach favored most and 6 being the approach favored least.

( ) Lectures by well-known men in the field of English teaching

( ) Movies on English teaching

( ) Reading professional articles dealing with the problems of teaching

( ) Taking graduate extension courses

( ) Small group discussions in which you participate

( ) Listening to panel discussions of professional problems

4. How many years have you taught prior to this year? _____ years

5. How many classes do you currently teach each day? _____ classes

6. How many of these are English classes? _____ English classes

7. How many pupils do you currently teach each day in your English classes? (Do not count homeroom, other courses, or study hall assignments.) (INDICATE BY CORRESPONDING NUMBER IN PARENTHESES)

(1) 100 or less
(2) 101-125
(3) 126-150
(4) 151-175
(5) 176-200
(6) Over 200

_____

8. Approximately how many hours do you consider your average professional work week to be, including all school time plus additional time required to meet school responsibilities? _____ hours per week

9. During an average week, approximately how many hours of your professional time are spent on activities a through h? (Include all school time plus additional time beyond the school day required to meet school responsibilities.) (INDICATE HOURS FOR EACH BY PARENTHETIC NUMBER)

Hours per week:

(1)	Less than 1	(4)	9-12	(7)	21-24	(10)	33 or more
(2)	1-4	(5)	13-16	(8)	25-28		
(3)	5-8	(6)	17-20	(9)	29-32		

a.	Teaching classes	a. ( )
b.	Correcting papers	b. ( )
c.	Preparing for classes	c. ( )
d.	Conferring with students	d. ( )
e.	Attending to school routines (including study hall, homeroom, etc.)	e. ( )
f.	Advising student activities	f. ( )
g.	Attending faculty or department meetings, etc.	g. ( )
h.	Other (please specify) _____	h. ( )

10. During an average month, approximately how many hours do you spend on activities a through e? (INDICATE BY PARENTHETIC NUMBER)

Hours per month:

(1)	1 or less	(4)	4	(7)	7
(2)	2	(5)	5	(8)	8
(3)	3	(6)	6	(9)	9 or more

a.	Attending movies or theatre	a. ( )
b.	Attending lectures, discussions, etc.	b. ( )
c.	Visiting museums (art, science, etc.)	c. ( )
d.	Writing for publication	d. ( )
e.	Other professionally related activities (please specify)_____	e. ( )

11. During an average week, approximately how many hours do you spend on activities a through e? (INDICATE BY PARENTHETIC NUMBER)

Hours per week:

(1)	0	(4)	7- 9	(7)	16-18	(10)	25 or more
(2)	1-3	(5)	10-12	(8)	19-21		
(3)	4-6	(6)	13-15	(9)	22-24		

a.	Taking college course	a. ( )
b.	Reading books and periodicals	b. ( )
c.	Listening to music	c. ( )
d.	Watching television	d. ( )
e.	Part-time employment	e. ( )

12. Do you have time to read as many professional articles as you desire? ( ) Yes ( ) No

13. Would reading of more professional articles put you in position to do a better job of teaching English? ( ) Yes ( ) No

14. What has been your most typical summer activity over the last five years (or since you began teaching)? (INDICATE BY PARENTHETIC NUMBER)

(1)	Employment not related to teaching	( )
(2)	Teaching summer school	
(3)	Working with children (e.g. camping or recreational activities)	
(4)	Attending summer school	

(5) Traveling
(6) Reading, reflecting, planning
(7) Relaxing--personal and/or family recreation
(8) Other (please describe)_____

15. What was the level of your preparation when you began full-time teaching? (INDICATE BY PARENTHETIC NUMBER)

(1) Less than a bachelor's degree ( )
(2) Bachelor's degree
(3) Bachelor's degree plus 15-20 semester hours
(4) Master's degree or equivalent
(5) Master's degree plus 15-30 semester hours
(6) Doctoral degree

16. In what kind of school did you do most of your undergraduate work? (INDICATE BY PARENTHETIC NUMBER)

(1) University ( )
(2) Four-year liberal arts college
(3) State college
(4) Teachers college
(5) Other (please specify)_____

17. What was your undergraduate major, if you had two majors indicate them both, in college? (INDICATE BY PARENTHETIC NUMBER)

(1) English ( )
(2) Language Arts combination ( )
(3) Speech
(4) Drama or Theatre Arts
(5) Journalism
(6) Education
(7) Area or field major embracing several subjects, including English
(8) Area of field major embracing several subjects, but not including English
(9) Other (please specify)_____

18. What was your minor? If you had two minors, indicate them both. (INDICATE BY PARENTHETIC NUMBER)

(1) English ( )
(2) Language Arts combination ( )
(3) Speech
(4) Drama
(5) Journalism
(6) Education
(7) Modern foreign language
(8) Ancient language
(9) Other (please specify)_____

19. What degree have you earned since you began full-time teaching? (INDICATE BY PARENTHETIC NUMBER)

(1) None ( )
(2) B.A. or B.S. ( )
(3) M.A. or M.S. ( )
(4) M. Ed. ( )
(5) M.A.T. ( )
(6) Ph. D. ( )
(7) Ed. D. ( )
(8) Special credential, e.g., administrative, guidance, etc. (please specify)_____ ( )

20. How many semester hours have you taken in areas a through k since you began teaching? If you need to convert quarter hours to semester hours, multiply the quarter hours times two-thirds. (INDICATE BY PARENTHETIC NUMBERS)

			Semester hours:				
(1)	0	(4)	9-12	(7)	21-24	(10)	33 or more
(2)	1-4	(5)	13-16	(8)	25-28		
(3)	5-8	(6)	17-20	(9)	29-32		

a.	Literature	a. ( )
b.	English language	b. ( )
c.	Composition after freshman year	c. ( )
d.	Methods of teaching English	d. ( )
e.	Adolescent literature	e. ( )
f.	Reading	f. ( )
g.	Oral interpretation of English	g. ( )
h.	Speech	h. ( )
i.	Subjects related to English	i. ( )
j.	Other academic subjects	j. ( )
k.	Education (other than methods in English)	k. ( )

21. Of what interest and value would courses in areas a through n be to you if such courses were available? (INDICATE BY PARENTHETIC NUMBER)

(1) Of great interest and value
(2) Of some interest and value
(3) Of little interest and value
(4) Of no interest and value

a.	Literature surveys	a. ( )
b.	Literature of particular periods	b. ( )
c.	Literary genre	c. ( )
d.	Literary criticism	d. ( )
e.	Literature for adolescents	e. ( )
f.	Close studies of single authors or single works	f. ( )
g.	Intermediate or advanced composition	g. ( )
h.	Speech or drama	h. ( )
i.	History of the language	i. ( )
j.	Traditional grammar	j. ( )
k.	Structural or generative grammar	k. ( )
l.	Teaching of reading	l. ( )
m.	Practical methods in the teaching of English	m. ( )
n.	Advanced studies in curriculum and research in the teaching of English	n. ( )

22. To what extent does your school or system offer incentives a through f to encourage teachers to take additional course work? (INDICATE BY PARENTHETIC NUMBER)

(1) Frequently
(2) Sometimes
(3) Rarely
(4) Never

a.	Salary increments based on credit hours or degrees	a. ( )
b.	Released time in school year	b. ( )
c.	Sabbatical leave	c. ( )
d.	Arrangements for local extension courses	d. ( )
e.	Underwriting partial or complete cost of tuition and fees	e. ( )
f.	Stipends for summer study	f. ( )

23. Which of the following grants or fellowships have you received as an English teacher? (INDICATE BY PARENTHETIC NUMBER)

(1) NDEA Institutes ( )
(2) John Hay Fellow ( )
(3) Commission on English Institute ( )
(4) State-sponsored summer grant ( )
(5) Locally sponsored grant
(6) University fellowship or scholarship
(7) American Council of Learned Societies grant
(8) Other grant or fellowship (please specify)_____

24. Excluding work completed before you began teaching, how long has it been since you have done any of the following, a through g? (INDICATE BY PARENTHETIC NUMBER)

(1) Less than a year
(2) 1 year
(3) 2-4 years
(4) 5-10 years
(5) More than 10 years
(6) Never

a. Completed a college English course a. ( )
b. Completed a college education course b. ( )
c. Attended a local or regional meeting of English teachers (other than a school or district meeting) c. ( )
d. Attended a state meeting of English teachers d. ( )
e. Attended an annual meeting of NCTE or CCCC e. ( )
f. Taken part in a voluntary English workshop f. ( )
g. Conferred with a specialist on English or the teaching of English (either in an individual or group conference) g. ( )

25. How long has it been since you have traveled in the areas listed below, a through e? (INDICATE BY PARENTHETIC NUMBER)

(1) Less than a year
(2) 1 year
(3) 2-4 years
(4) 5-10 years
(5) More than 10 years
(6) Never

a. Traveled more than 500 miles a. ( )
b. Traveled across the United States b. ( )
c. Traveled to Canada or Mexico c. ( )
d. Traveled to Great Britain d. ( )
e. Traveled abroad (exclusive of Great Britain) e. ( )

26. To which of the following professional organizations do you now belong? (INDICATE BY PARENTHETIC NUMBER)

(1) National Council of Teachers of English ( )
(2) State English association ( )
(3) Regional English association ( )
(4) Local English association ( )
(5) National Education Association ( )
(6) State education association ( )
(7) Regional or local education association
(8) American Federation of Teachers
(9) Other subject matter organizations (please specify)_____

27. How many times have you held office in any of the above organizations? _____

28. Please indicate the number of professional books or articles for professional journals that you have written and the number of programs on which you have appeared at professional meetings during the past three years.

_____ books
_____ articles
_____ programs

29. Please INDICATE BY PARENTHETIC NUMBER the journals on the following list which you regularly read or skim.

(1) Elementary English ( )
(2) The English Journal ( )
(3) College Composition and Communication ( )
(4) College English ( )
(5) The Reading Teacher ( )
(6) The Speech Teacher
(7) American Speech
(8) Other professional magazines (please specify)

_____
_____
_____

30. Please list below the titles of non-professional magazines you regularly read.

_____
_____
_____
_____

31. List below the two or three most significant books that you have read during the past year.

_____
_____
_____

32. Approximately how many books do you have in your personal library?

_____ books

33. On the average, how many books do you read in the course of a month other than those you teach in class?

_____ books per month

34. Which of the following teaching methods do you most frequently employ when you are teaching a typical English class? (Rank only three.) (INDICATE BY PARENTHETIC NUMBER)

(1) Lecture
(2) Socratic Method
(3) Recitation
(4) Team teaching
(5) Small group work
(6) Discussion
(7) Individual silent work
(8) Audio-visual aids
(9) Student presentation
(10) Other (please specify)_____

a. ( ) Most frequent
b. ( ) Second most frequent
c. ( ) Third most frequent

35. Please rank three of the following according to your estimate of their importance to the success of the English program at your school. (INDICATE BY PARENTHETIC NUMBER)

(1) Instruction in art, music, motion picture and other art forms
(2) Instruction in literature
(3) Instruction in reading
(4) Instruction in composition
(5) Instruction in speech and oral expression
(6) Instruction in grammar and structure of the English language
(7) Instruction in spelling
(8) Instruction in listening

a. ( ) Most important
b. ( ) Second most important
c. ( ) Third most important

36. In your opinion how important is each of the following aids and materials, a through z, in teaching English? (INDICATE BY PARENTHETIC NUMBER)

(1) Absolutely essential
(2) Very important
(3) Of some importance
(4) Not very important
(5) Detrimental

a.	Anthology of literature	a. ( )
b.	Class sets of novels, plays, biographies, etc.	b. ( )
c.	Classroom library of books	c. ( )
d.	Sets of 7-8 copies of titles for reading by student groups	d. ( )
e.	High interest, limited vocabulary materials for slow readers	e. ( )
f.	Special shelf of books for "mature" readers	f. ( )
g.	Workbooks with drills	g. ( )
h.	Language textbook	h. ( )
i.	Handbook on language for student reference	i. ( )
j.	Phonograph	j. ( )
k.	Library of recordings	k. ( )
l.	Filmstrip projector	l. ( )
m.	Motion picture projector	m. ( )
n.	Teaching machine	n. ( )
o.	Tape recorder	o. ( )
p.	Television	p. ( )
q.	Radio (AM, FM)	q. ( )
r.	Display table of periodicals	r. ( )
s.	Class set of dictionaries	s. ( )
t.	Movable classroom furniture	t. ( )
u.	Lay readers	u. ( )
v.	Clerical service	v. ( )
w.	Duplicating machine	w. ( )
x.	Overhead projector	x. ( )
y.	Opaque projector	y. ( )
z.	Teaching manual	z. ( )

37. To what extent can you choose materials (literature books, texts, records, etc.) for use in your English classes? (INDICATE BY PARENTHETIC NUMBER)

(1) Complete freedom of choice
(2) Generally complete freedom with approval from department head
(3) Selection from wide-ranging list
(4) Selection from "approved" list which is subject to change year by year
(5) No choice: selections predetermined for each grade

( )

38. In encouraging your students to read books, which one of the following sources do you emphasize most? (INDICATE BY PARENTHETIC NUMBER)

(1) School library ( )
(2) Public library
(3) Local private library (college or university)
(4) Paperbacks (purchased by students)
(5) School-sponsored book clubs
(6) Classroom library

39. To what extent do you use the following materials, a through i, in the classroom sets for instructional purposes? (INDICATE BY PARENTHETIC NUMBER)

(1) Frequently (2) Occasionally (3) Never

a. Harper's Magazine a. ( )
b. Atlantic Monthly b. ( )
c. Reader's Digest c. ( )
d. Literary Cavalcade d. ( )
e. Senior Scholastic e. ( )
f. Read f. ( )
g. Practical English g. ( )
h. Newspaper (please specify)_____ h. ( )
i. Other (please specify)_____ i. ( )

40. Please indicate the importance which you place on approaches a through i to the teaching of literature. (INDICATE BY PARENTHETIC NUMBER)

(1) Great importance (3) Little importance
(2) Some importance (4) No importance

a. Presentation of units of literature by themes a. ( )
b. Study of literature by culture-epoch b. ( )
c. Chronological approach to teaching of literature c. ( )
d. Study of literary types d. ( )
e. Studying ideas in single works of literature e. ( )
f. Comprehensive analytical study of individual selections f. ( )
g. Study of several works by a single author g. ( )
h. Study of lives of individual authors h. ( )
i. Emphasis on guided individual reading i. ( )

41. Please indicate below your total working experience--professional and non-professional, teaching and administration. Include only those jobs you have held for at least one year.

Position or type of employment	School or Employer	Level of classes taught (if applicable)	No. of Years

42. With what three aspects of English teaching do you feel most successful in your present circumstance?

_____
_____
_____

43. With what three aspects of English teaching do you feel least successful in your present circumstance?

_____
_____
_____

Appendix C

SURVEY OF IDEAS ABOUT ENGLISH TEACHING

Directions:

Following are forty statements to which I should like to have you react. This is not a test, nor is it an evaluation of your methods of teaching. Rather, it is simply planned to ascertain what one hundred English teachers believe concerning the matters mentioned.

Enclosed is an answer sheet on which to answer the Survey. Please use the pencil enclosed or a number 2 pencil to answer. On the top of the answer sheet just write your name, school, and city.

You will note that on the answer sheet there are five choices after each number. (1. 1 2 3 4 5) In the Survey, question 1 is this: "The following is not a reasonable definition of a noun: A noun is the name of a person, place, thing, or idea." If you STRONGLY AGREE with the statements, blacken in 1; if you AGREE blacken in 2; if you have NO OPINIONS blacken in 3; if you DISAGREE blacken in 4, and if you STRONGLY DISAGREE blacken in 5.

Thus, you will react to each statement in this fashion; blacken in only one blank for each question.

STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
1	2	3	4	5

Notice that the numbers on the answer sheet go across the pages, from left to right rather than down the page; thus, the page looks like this:

1.	2.	3.	4.
5.	6.	etc.	

One more thing needs to be mentioned. Since this is to be machine graded, please be careful not to wrinkle the answer sheet, particularly at the top. If the top of the sheet is damaged it will not feed into the computer.

THE SURVEY

1. The following is not a reasonable definition of a noun: A noun is the name of a person, place, thing, or idea.

2. The following is a reasonable plan for writing an essay: List several questions on a subject, discuss the questions, plan an introduction, and plan a closing.

3. It is not possible to write a complete grammar of English.

4. A student should be encouraged on an essay only if it shows strong promise; to say good things about a poor essay is to lower the profession's standards.

5. Because of the basic importance of the study of grammar, it should be regarded as nearly the entire language segment in the English classroom.

6. Diagraming sentences should not be a regular, important part of grammar study.

7. Mechanical and grammatical correctness are the primary concerns of the composition program in high school.

8. An English teacher who has not been trained in reading can do little to help students who have reading problems.

9. Because the mechanics of writing are so important in the high school, a student should be given two grades on an essay, one-half the total grade for mechanics and one-half the total grade for organization and content.

10. It is not correct to say, "I ain't got none."

11. The body of human anxieties and aspirations is not more practical and usable as the unifying device than is the analytical approach in the study of literature.

12. It is often wise for a teacher to spend more time preparing a student for a writing assignment than for the correction and revision of the paper.

13. Positive comments by teachers on student themes have less effect on juniors and seniors than on freshmen and sophomores.

14. Classroom activities in composition usually should not be founded on and should not grow out of such an unscholarly unifying principle as the experience of students.

15. Given the situation in the schools, it is not wise to teach for different ability levels in composition; rather, the teacher should hold the students to the standards set for the average student.

16. English class should primarily be a place in which the teacher imparts a body of knowledge to her (his) students.

17. Enough research has now been done so that the study of transformational grammar is complete.

18. The teaching of syntax, lexicography, etymology, dialect, "correctness," and the history of the language is not acceptable as an important part of the language program.

19. The following is not an acceptable plan for an essay:

How Can Accidents Be Prevented

I. Should drivers education be made compulsory?
II. Should the age limit be changed from 16 to 18 years of age?
III. Are hot rod organizations of any value to the community?
IV. Should there be a limit on the horsepower of a car?

20. Though the inductive approach to teaching English is sometimes usable, as a general, everyday procedure it leads to discipline problems and permissive chaos.

21. One of the important areas of language that should be taught to high school students is the history of the English language.

22. Because of the nature of the curriculum, mechanics are perhaps the most important aspect of an essay.

23. The publication Freedom and Discipline in English is quite right in its statement that adolescent literature is of dubious value in the secondary schools.

24. In order to continue the scope and sequence from grade school years, grammar should be of the traditional variety.

25. Too much is made of the thesis statement in teaching composition.

26. Because they are too brief, essays of one hundred fifty to two hundred words are not long enough to teach a high school student the range of possibilities in good composition.

27. Because English teachers must focus on language, composition and literature, they do not have the time, training, or skill to teach reading.

28. Because of the time required for work in the structure, the themes, and the history of British and American literature, there should be little concern for world literature in the secondary English curriculum.

29. It is possible to have co-operation among all teachers in the secondary school as each teacher, no matter what his subject matter speciality, helps instruct students in composition.

30. In teaching writing, a teacher should pay particular attention to teaching writing sequentially.

31. The study of dialect is not important enough to make it the major emphasis of a year's study of language.

32. The laws of languages are fundamentally the same in all languages because they all evolve from an Indo-European base.

33. Studies indicate that performance in grammar indicates a corresponding proficiency in writing.

34. Knowing a basic grammar well, whether it be traditional, structural, or transformational, is not adequate knowledge of language for secondary English teachers.

35. Adolescent literature, the junior novel, is not really useful in high school because it does not have the structural complexity of classical literature.

36. Writing sentences is important for students, but analyzing them is more important, for there is a direct carryover from analyzing to correct writing.

37. In writing a deductive paper, a student should not be required to plan an outline before writing the paper.

38. In the language area of English, a student should be taught the correct use of <u>who</u> and <u>whom</u> as well as <u>shall</u> and <u>will</u>.

39. It is not necessary to red pencil the majority of lapses in spelling, punctuation, grammar, and syntax in composition because the writer's intention and the reader's comprehension are far more important.

40. There is little evidence to actually indicate that positive teacher comments on themes bring more improvement in student themes.

Appendix D

FINAL QUESTIONNAIRE

Name: _____

Please record answers in this column

I. List the names of any professional organization you plan to join that you do not now belong to.

1.
2.
3.
4.
5.

II. List the name of any professional journal that you either plan to subscribe to or read regularly that you have not formerly subscribed to or read regularly.

1.
2.
3.
4.
5.

III. Would you subscribe to a bimonthly newsletter with articles to help you teach English and which is made expressly for English teachers who do not hold a major in English if it cost only $5.00 per year?

( ) Yes ( ) No

IV. If you had two hours each week in your regular schedule for inservice education in teaching English, how would you rank the following as effective teaching helps? Rank them 1, 2, 3, 4, 5, and 6, with a rating of 1 being most helpful and a rating of 6 being least helpful. Use each number only once.

( ) Listening to panel discussions of professional problems
( ) Movies on English teaching
( ) Small group discussions
( ) Reading professional articles in English that deal with the problems of teaching English
( ) Taking graduate extension course
( ) Lectures by well-known men in the field of English teaching

V. Following are eighty-four statements of pedagogical implications of the twenty articles that you read. Your reaction to these statements is a very important part of this study; hence, I urge you to react to them thoughtfully and frankly. Certainly it is not my intention that you feel obligated to show change in all of these areas; rather, I am hopeful that an accurate account is given of your thinking and procedures.

Enclosed is an answer sheet and a pencil for reacting to each statement. On the top of the answer sheet, please write your name, school, and city.

PLEASE ANSWER EACH QUESTION, 1 THROUGH 84, IN ONE OF THE FOLLOWING WAYS:

(1) IF YOU DO NOT PLAN TO DO WHAT THE STATEMENT SAYS, BLACKEN IN 1.

(2) IF YOU WERE DOING WHAT THE STATEMENT SUGGESTS BEFORE READING THE ARTICLES, BLACKEN IN 2.

(3) IF YOU ARE DOING WHAT THE STATEMENT SUGGESTS SINCE DOING THE READINGS, BLACKEN IN 3.

(4) IF YOU ANTICIPATE DOING LATER THIS YEAR OR NEXT YEAR WHAT THE STATEMENT SUGGESTS DOING, BLACKEN IN 4.

(5) YOU WILL NOTICE THAT THERE IS A 5 ON THE ANSWER SHEET. YOU WILL NOT USE THAT AT ALL.

The following choices, then, exist for each statement:

Do Not Plan To Do	Was Doing Before Reading Articles	Doing Since Reading Articles	Anticipate Doing Later
1	2	3	4

Examples: The first statement is this: "I make an effort to include the best of the various grammars in my teaching of language."

(1) If you do not plan to do what the statement says, blacken it in this fashion:

1	2	3	4
■			

(2) If you were doing what the statement says before doing the readings, blacken it in this fashion:

1	2	3	4
	■		

(3) If you are doing what the statement says since doing the readings, blacken it in this fashion:

1	2	3	4
		■	

(4) If you anticipate doing what the statement says later this year or next year, blacken it in this fashion:

1	2	3	4
			■

Notice, too, that the numbers on the answer sheet go across the pages from left to right rather than down the page. Thus, the page looks like this:

1----------→ 2----------→ 3----------→ 4

5----------→ 6

Following are the statements to which I should like to have you react:

1. I make an effort to include the best of the various grammars in my teaching of language.

2. I am including some current literature with high adolescent interest in my teaching of literature.

3. I am planning literature units that deal with the great body of human anxieties and aspirations.

4. I am teaching some foreign or world literature.

5. I am including work in letter writing in my English classes.

6. I am making an effort to get cooperation from all the teachers in school to teach students verbal communication.

7. I am teaching students that in composition, unity and coherence are more important than mechanics.

8. I am teaching students how to approach composition through the use of clear thinking and informal logic.

9. I am teaching students the use of transitions between sentences and between paragraphs.

10. I write personal comments on each composition I grade, always giving the student, slow or bright, encouragement.

11. I teach that the usage is changeable.

12. I teach that traditional grammar is not always usable because it is based on Latin, and English is not basically Latin.

13. I include concepts from generative, structural, and historical grammar in my teaching of English.

14. I plan composition teaching so that the building of various kinds of sentences is a primary concern.

15. The study of syntax is an important area of concern in my English classes.

16. The study of etymology is an important unit of study in my English classes.

17. The study of lexicography is an important unit of study in my English classes.

18. The study of dialect is an important unit of study in my English classes.

19. The study of the development of the English language is an important unit of study in my English classes.

20. I insist that my students base their compositions on a clearly defined thesis.

21. I teach units on methods of subordinating and co-ordinating in building sentences.

22. I teach students the importance of variety in building sentences.

23. I am working with other teachers to plan a sequential writing program in our school.

24. I teach students to develop paragraphs by the technique of example.

25. I teach students to develop paragraphs by the technique of incident.

26. I teach students to develop paragraphs by reasons.

27. I teach students to develop paragraphs by the technique of comparison.

28. In teaching beginning high school students how to write composition, I include units on the introduction, the body, and conclusion.

29. I teach a unit on ways of beginning composition.

30. I teach paraphrasing.

31. I teach a unit on the explanatory theme developed by analogy.

32. I teach students how to write essays of opinion.

33. I teach students to write themes of analysis.

34. I do not mark every error that I see in a student composition; rather, I mark only those errors that I believe a student needs to consider at a given time.

35. I hold periodic private conferences with all of my students concerning their compositions.

36. I plan the literature curriculum around the present needs and interest of adolescents.

37. I use the good adolescent novels as an honorable, important part of my literature teaching.

38. Instead of doing most of the talking myself, I help my students to develop their own skills in analyzing how the English language works.

39. I plan my teaching so that the approach is usually inductive.

40. In teaching spelling, I teach units on roots and derivations.

41. In teaching punctuation, I teach a unit about intonation.

42. I include a unit in the use of the dictionary.

43. I teach students how to read at different speeds and at different levels.

44. I teach students techniques for remembering what they read.

45. In my teaching of reading, I teach study skills.

46. I teach students how to read aloud.

47. I use diagnostic procedures in my English classes when I teach reading.

48. In my English classes I make definite professional plans for the various levels of reading abilities of my students.

49. I am trying to make reading instruction an all-school program in the school in which I teach.

50. I include a unit in vocabulary skills.

51. I include various reading comprehension skills in my teaching of reading.

52. I teach that each paragraph has a controlling idea that must be developed.

53. I teach that each composition's topic must be stated or introduced in a topic statement.

54. I insist that all sentences in a paragraph explain, illustrate, or amplify the topic sentence.

55. I insist that sentences are arranged so that there is a logical progression of ideas.

56. I teach that there are different levels of language to be used in different kinds of writing assignments.

57. In teaching composition, I teach the use of descriptive verbs.

58. In teaching composition, I teach the elimination of trite words and phrases.

59. I include a unit on the use of figures of speech.

60. I teach devices for achieving economy of words.

61. In the teaching of language, I teach usage.

62. Instead of teaching in grammar what a textbook calls for, I teach what the students need most as evidenced in their writing.

63. I spend more time helping students to build sentences rather than to dissect them.

64. I teach grammar more by encouraging student thought than by rules of grammar.

65. I do very little or no diagraming of sentences in my class.

66. I teach students definite methods of combatting the sentence fragment.

67. I teach students definite methods of combatting the run-on sentence.

68. I teach students definite methods of combatting faulty co-ordination.

69. I teach students definite methods of combatting faulty subordination.

70. I teach students definite methods of combatting dangling modifiers.

71. I teach students definite methods of combatting faulty word order.

72. I teach students definite methods of combatting faulty parallelism.

73. I teach students definite methods of combatting faulty logic.

74. I teach students definite methods of combatting the seven major errors in verbs.

75. I teach students definite methods of combatting errors in use of pronouns.

76. I teach students definite methods of combatting adjective-adverb confusion.

77. I spend much time in helping my students "prewrite" by helping them collect, test, and sort their ideas as well as to plan strategies for presenting them.

78. Because of the importance of the development and of the writer's intention, I often do not mark errors in spelling, punctuation, grammar, and syntax.

79. I sometimes use literature as models for writing in the composition program.

80. I make use of the student's daily living experiences in their expository writings.

81. For certain kinds of composition, at least, I ask the students to do outlines before they write.

82. I make a professional effort to build composition assignments around the interests and pleasures of students.

83. A large number of compositions in my English classes grow out of student experiences.

84. I use the grammar textbook in my composition courses for occasional exercise and for reference, but for little else.

VI. Your reactions to the various articles have indicated that there are other changes in your attitude and procedures concerning the teaching of English than those expressed in the preceding eighty-four statements. Thus, I included space below for you to indicate those changes either in A, "Procedures Now Being Used Since Doing the Readings," or B, "Procedures to Be Used Later This Year or Next Year."

(A) Procedures Now Being Used Since Doing the Readings

(B) Procedures to Be Used Later This Year or Next Year

VII. Considering the articles that you read, list the three that were most useful to you, and list the three that were least useful.

Most Useful

1.
2.
3.

Least Useful

1.
2.
3.

VIII. How have you managed to get the extra time to read these articles? Please indicate by parenthetic number the following possibilities that pertain to your situation. List others not mentioned.

1. I had students correct some of their own papers. ( )
2. I used an increased amount of student leadership. ( )
3. I did the reading after school at home. ( )
4. I did the reading while eating lunch. ( )
5. I did the reading during student study periods in my class. ( )
6. Others--please list. ( )

_____
_____
_____

IX. Do you think your students suffered because you took the additional time to read the articles? ( ) Yes ( ) No

X. Has your family suffered? ( ) Yes ( ) No

XI. To what extent would more professional reading put you in a more favorable position to do a better job of teaching English?

NOT AT ALL ——— GREATLY

Appendix E

SAMPLE RATING SHEET

Article: Francis, Nelson. "The Present State of Grammar," Linguistics in the Classroom, ed. T. H. Wetmore. Champaign, Ill.: NCTE, 1963, pp. 1-5.

No worth----------High worth
1 2 3 4 5

To what degree has this article changed your thinking about teaching any area of English?

None ----------Very much
1 2 3 4 5

What changes, if any, in your teaching procedure does the article suggest? Please be specific.

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Which of these suggested changes, if any, do you plan to include in your own teaching?

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(Note: A similar rating sheet was provided for each article.)